



Student Wellbeing and Engagement Policy

Date Implemented	August 2026
Author	Estelle Alder
Approved By	Estelle Alder
Approval Authority – School Council President	(Not required)
Responsible for Review	Estelle Alder
Review Date	August 2028



EXPECT MORE – ACHIEVE MORE

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9756 6481.

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.

Monbulk Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

CONTENTS

1. School profile
2. School values, 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 management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Monbulk Primary is situated in the Dandenong Ranges approximately 50km from the city of Melbourne. Monbulk Primary School's vision is to build confident learners of outstanding character who are valued members of our community. Confident Learners are curious, resilient, take risks, and share their ideas. They know what they're learning, use different strategies to improve and give and receive feedback. Students of Outstanding Character

show our values of Courage, Compassion, Co-operation and Respect. Valued Community Members have a sense of belonging, and are accepting and inclusive of others. They understand their responsibilities towards their community, and are actively connected to their school and wider community.

Monbulk Primary School has strong community connections and boasts a proud history within the Monbulk and Districts community. The school provides a differentiated curriculum that promotes individual learning and focuses on the development of independent learners. Students are encouraged to develop social, emotional and interpersonal skills through a range of values-based programs. All students are encouraged to undertake leadership roles to assist in the development of self-esteem and confidence. Monbulk Primary encourages strong links between home and school and enjoys community participation at many levels. A strong School Council supports all aspects of the school's operation and provide the basis for strong community partnerships. The school community actively supports the development of school resources and programs to ensure the best possible outcomes for students.

School values, philosophy and vision

Monbulk 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, courage, compassion and co-operation. *R triple C is the way to be!*

VISION

Monbulk Primary School's vision is to build confident learners of outstanding character who are valued members of our community.

Confident Learners are curious, resilient, take risks, and share their ideas. They know what they're learning, use different strategies to improve and give and receive feedback.

Students of **Outstanding Character** show our values of Courage, Compassion, Co-operation and Respect.

Valued **Community Members** have a sense of belonging and are accepting and inclusive of others. They understand their responsibilities towards their community and are actively connected to their school and wider community.

MISSION

As a whole staff we work collaboratively, share responsibility, and use evidence to achieve our Vision.

We work collaboratively in all areas; planning, learning, teaching, decision making and problem solving.

We all share responsibility for the learning, engagement, and wellbeing of all students at our school.

We use evidence and data to inform our teaching, professional learning, and to guide decisions.

VALUES

At Monbulk Primary School our Values are

Respect *We do what's right*

Respect underpins how we learn and work together. We do what's right towards others and property

Courage *We show strength*

Courage encourages students to develop strength and resilience, even if they're worried or afraid. This value is about 'me'.

Compassion *We help others*

Compassion fosters student's understanding others and helping others in the way they need. This value is about 'you'.

Co-operation *We work together*

Co-operation centres on students working together with others in their learning and playing. This value is about 'us'

2. Wellbeing and engagement strategies

Monbulk Primary School uses 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 school is a School Wide Positive Behaviour Supports school (SWPBS). We work to prevent behaviours through universal supports and explicit teaching of behaviour expectations. We teach expected and alternative behaviours when incidents occur. We reinforce the positive behaviours when they are displayed.

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

Universal Strategies

These are strategies used across the school for all students at all times.

- Explicit teaching of our school values throughout the year, and recognition of students demonstrating school values in the yard and classroom, and whole school recognition and celebration
- Explicit teaching of expected behaviours through the Behaviour Matrix
- Consistent use of the Behaviour Response Chart and Behaviour Reflection Tool
- Staff are trained in and use trauma informed practices through the Berry Street Educational Model. These included Circle Time, and continuous positive regard and non-contingent attention
- URSTRONG'S Friendology is a social-emotional curriculum which is taught at all year levels, and used in the classroom and yard
- A whole-school wellbeing curriculum is taught with consistent units of focus throughout the year with oversight from the Wellbeing & Inclusion Leader
- 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 Monbulk Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school productions, athletics, music programs, the Buddy program and Monbulk Mix Up
- all students are welcome to self-refer to the Student Wellbeing Leader, School Chaplain, Year Group Leaders, 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 including Respectful Relationships, Circle Time and the Zones of Regulation.
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. cyber safety, body safety, peer conflict, bullying, resilience)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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 Strategies

These are strategies that are used for cohorts of students with particular identified needs.

- each year group has a senior teacher responsible for their cohort, who 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. Students are also supported through an Individual Education Plan
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year. These included small group programs such as Art Retreat, Friendship group, Girl/Boy Power.
- We provide staff with professional development to support the learning of cohorts with additional learning, engagement and regulation needs
- Classrooms are provided with equipment to support the learning, engagement and regulation of cohorts with additional needs.
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual Strategies

These are student specific strategies that may be considered and applied on a case by case basis.

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- Transition Plans
- Flight Plans

- Referral to Student Support Service

as well as to other Department programs and services such as:

- [Disability & Inclusion Profiles](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- demonstrating continuous positive regard for students
- providing non-contingent attention
- 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 Plans
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Orange Door
 - Re-engagement programs such as Navigator, Family School Engagement Program
 - Referral to assessments from allied health staff through the school to inform Individual Education Plans, Behaviour Plans or recommendations for learning and engagement
 - Access to school spaces for allied health staff to work with students

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.

3. Identifying students in need of support

Monbulk 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 help identify students in need of support and enhance student wellbeing. Monbulk Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records

- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- referral from school staff through the MPS Care Pathways which address Academic, Developmental, Wellbeing, Behavioural and Safety needs

4. Student rights and responsibilities

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

Students have the **right** to:

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

Students have the **responsibility** to:

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

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

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and made explicit in our Behaviour Matrix. Responses to behaviours are detailed in our Behaviour Response Chart. Both documents are at the end of this document and are available on our website.

Students are expected to be safe, be responsible and be a learner.

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, Monbulk 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class/yard. Behaviours are managed in accordance with our Behaviour Response Chart, and are primarily treated as opportunities for learning.

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.

Engagement and support strategies may include:

- Completion of the Behaviour Reflection Tool
- Restorative conversations
- Verbal or written apologies
- Reward Charts
- Family meetings/Student Support group meetings
- Behaviour Support Plans
- Referral to targeted social skills programs
- Referral to allied health support or partner providers

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:

- Reminding and Refocussing student by reminding them of the expected behaviour, Relocating a student within the classroom or yard, Re-setting the student by temporary removal to another classroom, or Removal from the classroom or yard of a period of time
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges, including restricting access to part of the yard
- behaviour cards with individual behaviour goals
- 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 Monbulk 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.

6. Engaging with families

Monbulk 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.

7. Evaluation

Monbulk 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 data
- case management
- CASES21, including attendance and absence data
- SOCS

Monbulk 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:

- Available publicly on our school's website
- Included in staff induction processes
- 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

SCHOOL WIDE POSITIVE BEHAVIOURS

MONBULK PRIMARY SCHOOL



At All
Times

Learning
Areas

Outside

Transitions
and lining
up

Toilets

RESPECT

We keep ourselves
and others safe

We use kind words
and polite manners

We look after our
own and other's
belongings

We show whole
body listening

We keep our hands,
feet and objects to
ourselves

We keep our
classrooms tidy

We take care of our
school
environment and
equipment

We stay in
supervised areas

We are SunSmart

We are polite and
wait our turn in line

We move calmly
and quickly to the
next activity

We line up when we
hear the music

We keep water and
soap in the sink

We knock and lock

We ask our teacher
for toilet breaks
during class



We are responsible

COURAGE

We believe in
ourselves

We are honest

We are resilient

We celebrate
success

We bravely learn

We challenge
ourselves

We seek help if
needed

We use feedback to
improve

We accept the
rules of games,
even if we lose

We try and solve
problems ourselves

We report unsafe
behaviour

We move safely
around the school

We are ready to
learn

We represent our
class proudly

We wait our turn
patiently

We report
problems to an
adult

We re-join our class
promptly



We are brave

COMPASSION

We include others

We show kindness

We accept each
other's differences

We encourage and
celebrate others

We use manners

We use a quiet
inside voice

We listen carefully
to the teacher and
classmates

We share play
equipment and
spaces

We are humble in
victory and
gracious defeat

We walk quietly
and calmly through
the school

We help others
when in need

We let our peers in
the line

We give each other
privacy

We keep toilets
clean and tidy



We are kind

CO-OPERATION

We work as a team

We follow
instructions and
expectations

We actively listen
to others

We include and
support everyone
in learning

We share resources

We listen to the
teacher and our
peers

We stick to the
agreed rules of the
game

We invite others to
join in

We share and take
turns

We pack up and
line up when asked

We line up in the
right spot

We respect each
other's space

We flush the toilet
and wash our hands

We stay with our
buddy

We have one
person per cubicle



We work together

Monbulk Primary School Behaviour Response Chart

Minor Behaviours

Safety

Climbing on buildings & fences
Throwing objects
Unwanted physical contact
Unsafe activity or behaviour
Entering out-of-bounds areas & buildings
Playing in the toilet area
Not respecting personal space

Wellbeing

'Mean on Purpose' behaviour including:
Disrespect toward others
Excluding others, Teasing, Unfair play.
Inappropriate language
Dishonesty
Poor sportsmanship
Inappropriate gestures with body
Improper use of ICT

Learning

Interrupting learning & teaching
Refusing to follow instructions
Refusing to participate
Not sharing equipment/resources
Damaging or neglecting equipment/resources
Disrespecting others belongings
Purposely late to class
Leaving class without permission

In the Classroom:

Re-focus

Use proactive teacher practise to support positive behaviours

Remind

Explicitly remind student of positive behaviour expectations (Matrix)

Relocate

Move student to a more productive learning space in the classroom

Reset

Student sent to another class for approximately 10 minutes

If behaviour continues on return:

Remove

Student sent to the office

In the Yard:

Re-focus

Restorative talk with yard duty teacher

Relocate

Different space to play

If behaviour continues:

Remove

Student sent to office

Follow up to Minor Behaviours

Walk and talk with staff member, designated play space, conversation with teacher, written or verbal apology, contact with parent/carer, Restorative Conversation, Reward Chart

Major Behaviours

*Any repeated minor behaviours

Safety

Serious physical contact
Possessing/Threatening to use a weapon
Absconding (leaving the school grounds)
Repeated leaving class without permission
Deliberate & unsafe throwing of items

Wellbeing

Making threats
Abusive & aggressive language
Cyberbullying
Racism
Repeated 'Mean on Purpose' behaviour
Repeated ICT breaches
Vandalism
Theft
Lying/deception

Learning

Repeated disruption of learning & teaching
Repeated refusal to follow instructions

Remove Process

- Student is collected/ escorted by staff to office.
- With support from leadership staff, student completes reflection sheet.
- Student remains at office for the remainder of the learning session/ play time.
- A Restorative conversation using the students reflection sheet with classroom teacher occurs after de-escalation and at a suitable reflection time.
- Reflection sheet goes home to be signed by parent.
- Parent contact via Compass Chronicle (Major Behaviour) and phone call within 24 hours.

Follow up to Major Behaviours

Designated learning/play space, Family meeting/ SSG, IEP, BSP, Modified Timetable, Internal or External Suspension, Expulsion (last resort)