



Morang South Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY (2025-2027)

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



Help for non-English speakers

If you need help to understand the information in this policy please contact the office staff.

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.

Morang South 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

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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Policy

Section 1: School Profile

Location

Morang South Primary School was established on its present site in 1996 and is located at 77 Gorge Road, South Morang. It is a suburban school and has been part of the rapidly growing Plenty River corridor. The closest nearby primary schools are The Lakes South Morang, Plenty Parklands in Blossom Park and Mernda Park Primary School. There are two local kindergartens within walking distance of the school. Children generally either walk to school or are driven by their parents.

Environment

There are ample playing areas for the children that include two sets of play equipment, creative play areas, two basketball courts, an active area of synthetic turf, cricket nets and spacious grassed and hard surface areas. In 2010, the Paringa complex was added, which includes a full size gym, kitchen and an area large enough to house our Out of School Hours (OSHC) program. A smaller gym is also available. All the playground equipment is shaded and so is a large area of the quadrangle and a smaller creative space. We have a twelve seater school bus, which is used for smaller excursions by us and loaned to other schools in the Whittlesea Network. The bus is located in a garage and attached is a large storage shed. We have a school library and have a canteen that operates five days a week.

Demographics

Children attending our school are drawn from both the immediate area and beyond. There is a wide diversity in cultural and ethnic background. The school currently has a School Family Occupation Index of 0.3526. This index indicates the levels of disadvantage based upon parental education and parental occupation (income). This level indicates a low to medium socio-economic status within the school community. Our current enrollment numbers are now at 377 students. This is slightly lower than previous years, however is in line with a decline in birthrates across the wider area during the corresponding years. Due to this circumstance we expect to maintain these numbers over the next few years. The school is a multi-cultural community with students coming from diverse cultural backgrounds.

Section 2: School values, philosophy and vision

Morang South Primary School's Statement of Values and 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 at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is also available on our school website. <http://www.morangsouthps.vic.edu.au/>

Philosophy

At Morang South Primary School our students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity, friendship, fun and respectful relationships.

Our Mission

Our mission is to ensure that every child at Morang South PS:

- feels safe, included and has a sense of belonging
- develops a core set of values to help them become empathetic and respectful members of society
- is provided with diverse and targeted learning experiences for their individual growth
- experiences personal growth, with high expectations and challenges
- has the opportunity for agency and collaboration within their learning experiences
- become reflective learners, with a strong growth mindset
- has access to resources to support their social, emotional and learning needs

Our Vision

Our vision for Morang South Primary is for a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers, and life long, socially responsible learners equipped to thrive in and shape the future of our evolving global society.

Vision - Inclusion

Morang South Primary School is an inclusive school for the community because it:

- Facilitates quality teaching and learning programs where differentiation and deep learning are valued
- Implements a diverse curriculum which caters for all students and provides opportunities to develop the whole child including critical thinking, creativity, problem solving, global citizenship, sustainability and indigenous studies
- Strives to attain excellent academic results for all students
- Cares about all students and develops social competencies through the school values and SEL programs
- Actively promotes a core of common rights and responsibilities
- Has a zero tolerance of bullying
- Values community partnerships, relationships and spirit
- Facilitates strong student leadership and opportunities for collaboration in decision making processes.

Values

Values are the moral code of our rights and responsibilities by which we live each day to guide our attitudes, actions and behaviours.

Morang South Primary School aims to provide a safe, happy and secure environment that meets the needs of all members of the school community. This is modelled through our School Values and commitment to our Code of Cooperation which endorses [Restorative Practices](#).

The teaching of values will be used to develop a sense of personal responsibility and confidence within a collaborative-community environment.

Our core values include:

RESPECT, COOPERATION, LEARNING, TRUST, HONESTY, CARE & TOLERANCE

Whole School Values		Teaming for success. Striving for excellence.					
	Respect	Learning	Trust	Honesty	Caring	Tolerance	Cooperation
Definition	Treating everybody and everything with consideration and courtesy	Gaining knowledge, skills and understanding through endeavour and experience	Confidently relying on someone believing they will make the appropriate choices for both the individual and the group	Being truthful, sincere and open so others can trust you	Showing concern for others and being thoughtful and understanding of their feelings	Being fair towards and accepting of other people's beliefs, differences and opinions	Working together towards a common goal and being able to work and act positively with others
This means	Caring about myself, others and the environment	Knowing and understanding more	Doing the right thing and having faith in others	Your thoughts, words and actions reflect what you say or do	Thinking with the heart.	Finding ways of allowing for and celebrating differences	Working together to get the job done
In the context of Morang South PS this happens when	<ul style="list-style-type: none"> •I interact positively with others •I am loyal to and supportive of my community •I show courtesy to everyone – using manners. •I treat others the way I wish to be treated •I am responsible for my own property •I am careful with the property of others •I take care of the environment •I have a positive and resilient approach to life 	<ul style="list-style-type: none"> •I reflect on my learning •I ask questions I focus on ideas and tasks •I learn from mistakes I try to solve problems •I take responsibility for my learning •I help others to learn •I allow others to learn •I use my learning in different ways •I celebrate my learning •I take risks and challenge myself with my learning •I apply myself to my learning •I persevere to achieve my goals 	<ul style="list-style-type: none"> •I can be relied upon •I act in a responsible manner •I make appropriate choices •I have faith in others •Others have confidence in my choices 	<ul style="list-style-type: none"> •I tell the truth •I take responsibility for my actions •When I am honest, I feel clear inside. •I encourage others to be truthful •I acknowledge others when they are truthful •I demonstrate my honesty by my thoughts, words and actions •I truthfully report the words and actions I am concerned about 	<ul style="list-style-type: none"> •I consider the feelings of others •I am supportive •I am kind and considerate •I am forgiving •I am understanding •I treat others the way I wish to be treated •I think before I speak and act •I show appreciation for the care I receive •I acknowledge other's work and efforts 	<ul style="list-style-type: none"> •I accept and respect other's differences and beliefs •I value and listen to opinions •I do my best to get on with others •I am patient •I treat others equally •I see each person I meet as a unique being •I stay calm in difficult situations 	<ul style="list-style-type: none"> •I contribute positively to the team •I consider other's ideas •I support others •I share the load – knowledge, skills and responsibility •I use time wisely •I stay on task •I take turns •I encourage others •I am willing to negotiate and compromise •I can be a leader and a participant

Section 3: Wellbeing and Engagement Strategies

Engagement and Wellbeing Strategies

Morang South Primary School has developed a range of strategies to promote engagement, 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.

A summary of the universal (whole of school), targeted (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 Morang South Primary School use common instructional practices to ensure an explicit, consistent and shared model of instruction that is evidenced-based are being incorporated into all lessons
- teachers 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 the values are promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs are in place 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
- student attendance is monitored and attendance improvement strategies implemented at a whole-school, cohort and individual level
- students are encouraged to speak with their teachers, the Assistant Principal and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning.
- create opportunities for cross—age connections amongst students through Harmony day activities, athletics and swimming days, peer support (Buddies) programs
- all students are welcome to self-refer to the Student Mental Health and Wellbeing Leader (MHWL), School Nurse, Disability Inclusion (DI) Coordinator, Team Leaders, 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 initiatives with our staff and students, which includes programs such as:
 - Respectful Relationships program (RR)
 - Berry Street Educational Model training
 - Restorative Practices
 - The Cybersafety Project
 - The Zones of Regulation
 - URstrong - Positive friendship strategy
- a strong Social and Emotional Learning (SEL) program is in place and implemented across the school

- opportunities for students to be involved in inter-school sporting teams and lunchtime clubs is also provided

Transition

Morang South Primary School aims to provide an effective and supportive transition programs for all students entering, moving through, and departing the school. There are three key areas of transition which we focus on.

1. Pre-School children are invited to participate in a Transition Program involving parents in information/educational sessions whilst their children attend their Kinder to Foundation students' transition sessions. Local preschools are also invited and encouraged to visit the school throughout the year.

2. Within the School we continue to support students as they move between home groups by ensuring they have time in their new grade area and future grade in the preceding year. They work with other students and staff within the units to familiarise themselves with their new learning environment and potential teachers to help reduce the anxieties of some students. Students joining the school from external locations are also invited to participate.

3. Year 6 to 7 students are given targeted support in a lead up to their Orientation Day in December and through visits by relevant Secondary College staff and ex-MSPS students. We maintain close links with our neighbouring transitional secondary colleges. Years 3 to 6 students have the opportunity to visit and explore programs from local secondary schools, including school tours, performing arts events and taster days.

Targeted

- teachers monitor the health and wellbeing of students in their classroom, and act as a point of contact for students who may need additional support
- additional support for mental health and wellbeing is available through the Mental Health and Wellbeing Coordinator who supports teachers, students and families in building capacity, knowledge and understanding on Mental Health and provides information on support services in this area
- a Koorie Engagement Support Officer has been allocated to the school and is available to students and families as required
- all families with students with Koorie backgrounds will be offered regular SSG and Individual Learning Plans
- 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. Strategies for supporting Koorie students are outlined in our Child Safe Policy.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through strategies identified in our Child Safe Policy
- we support learning and wellbeing outcomes of students from refugee background through SEL programs, MHWC support, EAL programs and our Child Safe Policy
- we provide a positive and respectful environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) including the development of a Student Support Plan in consultation with the student, their parents and carers
- 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, have a SSG and Individual Learning Plan and will be have a designated teacher. Each child in OOHC will have an Educational Needs Assessment completed

- 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
- 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](#)
- the school will undertake health and wellbeing promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- staff will apply a trauma-informed approach to working with students who have experienced trauma and work with allied health professionals involved in supporting the child

Individual

Morang South 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
- meeting with student and their parent/carer to talk about how best to help the student engage with school, including Student Support Group ([SSG](#)) scheduling
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- 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 youth mental health (CYMHS) services, LookOut, Berry Street services, Yarra Me, or Orange Door
 - Accessing 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 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.

Inclusion Strategies

Morang South Primary School is an inclusive school that understands, respects, welcomes and celebrates the diversity of our children, families and staff. Diversity comes in many different forms, for example culture, language, religion, lifestyle, family arrangements and circumstances, abilities and disabilities.

Morang South Primary School recognises that respecting diversity is important in creating a sense of belonging. The different backgrounds of the children, families and staff enrich our school's character and identity. Morang South Primary School believes schools that are responsive to individual differences and respect diversity benefit everyone and help to build an inclusive environment. Every person, every child, needs to feel that their sense of self and their identity is valued in some way by the people and environments that surround them.

In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. In complying with the standards, organisations must promote the cultural safety of children from culturally and linguistically diverse backgrounds. Like other aspects of child safety, creating and maintaining an organisation in which the cultural safety of children from culturally and linguistically diverse backgrounds is kept safe requires effort. Steps to ensure cultural safety include sharing knowledge, raising awareness, developing understanding that leads to cultural sensitivity and finally, cultural competence. This ongoing and dynamic process leads to sustainable philosophies and values within an organisation that promotes cultural safety for children from culturally and linguistically diverse backgrounds and benefits all children, families, staff and managers.

Cultural Safety

Morang South PS promotes the cultural safety of children from culturally and linguistically diverse backgrounds by:

- ensuring our organisation clearly demonstrates a zero tolerance of discrimination
- ensuring our policy and procedures specifically address cultural inclusion, sensitivity and competency
- providing training and development on cultural sensitivity and competency
- being respectful, inclusive and welcoming of families from a range of backgrounds
- asking children and families about their culture and cultural support needs
- recognising occasions which are important to different cultures and dietary requirements
- ensuring the physical environment reflects a positive and welcoming approach to diverse cultures, through decoration and artwork
- supporting environments of cultural resilience within the all communities
- employing staff that are representative of the diversity of your local community
- employing staff who display cultural sensitivity and cultural competency
- actively seeking out and talking to families about how they would like to be involved
- asking families about their preferred format for the provision of information, including translation or interpreting into community languages and audio-visual formats
- ensuring complaint and grievance processes are easily understood and provided in culturally relevant and sensitive ways.

Aboriginal Learning, Wellbeing and Safety

Morang South Primary School embraces the vision of the Marrung Aboriginal Education Plan and celebrates the culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

Our school has a number of measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. These measures are outlined below.

- Provide a welcoming, safe and inclusive environment for Aboriginal children and their families
- Begin assemblies with a Welcome to Country or an Acknowledgement of Country as a standing agenda item.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display messaging to Acknowledge Country and Traditional Owners.
- Make Aboriginal voice part of decision making in matters that affect Aboriginal students.
- Build school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.
- Implement the Koorie Education Policy to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities.
- Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments and build our capacity to support Koorie students attending our school.
- Use the Marrung Aboriginal Education Plan 2016–2026 to guide the school’s support for Aboriginal self-determination.
- Actively address and express zero tolerance of racism in everyday practice and all relevant school policy
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Arrange Community Understanding Safety Training (CUST) or equivalent for staff.
- Build knowledge of Aboriginal culture, history and perspectives in to school planning and curriculum
- Find out about the Traditional Owners of the land/s where the school is situated at the Map of Indigenous Australia and learn about the importance of acknowledging Traditional Owners.
- Arrange for incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

Safety of Children with a Disability

Morang South PS keeps children with a disability safe by:

- ensuring our school has a child safe culture in which abuse and harm is not tolerated and diversity is welcomed
- pre-empting unsafe situations via our risk assessment processes
- ensuring we have sound recruitment and screening processes in place for staff and volunteers.
- ensuring our code of conduct for staff and volunteers clearly outlines boundaries about staff and volunteer interaction with children with a disability, including personal care assistance
- having a robust complaint process, encourage feedback and be responsive if problems arise
- empowering children with a disability by assisting them to build their self-esteem and confidence
- teaching children about their bodies and their safety, including online activities (sex and relationships education).
- enabling and facilitating independence with dressing and toileting and personal care where possible
- communicating directly with children with a disability about how safe they feel
- being inclusive and collaborative with families
- raising awareness about abuse and ways to seek help. Ensuring children with a disability know who they can go to if they feel unsafe or have a concern or complaint – ensuring these processes take into account the child’s developmental level and communication requirements.

- ensuring vigilance in organisational procedures to identify indicators or warning signs, if children have communication difficulties.
- listening to children, no matter how they communicate their thoughts, views and concerns.

Attendance

Morang South Primary School endorses full attendance as a key priority for school engagement in order to maximize every student's ability to learn and our teacher's ability to teach effectively. We have adopted the DET *School Attendance Guidelines* in our approach to promoting school attendance. We have actively liaised with parents to establish partnerships to promote regular and positive attendance.

Morang South PS promotes school attendance of all children and children at risk by:

- a whole-school punctuality and attendance expectation
- attendance practices reflect [DOE policy](#)
- all student absences are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DET
- the school recognises illness as a reasonable ground for an absence
- clear written/verbal statements are made annually to parents/carers/students about attendance expectations
- the Principal will monitor student attendance through DOE student absence reports
- if within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation, contact will be made by the classroom teacher or nominated representative
- classroom teachers or Principal Class Officers will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences. A home visit may also be required.
- ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group with an Attendance Improvement Plan developed.
- unresolved attendance issues may be reported by the Principal to the Department of Families, Fairness and Housing (DFFH) or referred to Orange Door services
- student attendance figures will appear on the student's mid-year and end of year reports.
- all absence notes and records of communication will be retained and stored at the school for a minimum of seven years
- comments may be included in the mid and end of year reports related to absence and its impact (social and academic).

Section 4: Identifying students in need of support

Morang South Primary school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Leader plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Morang South will utilise the following sources of 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 and data
- 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 student families
- self-referrals or referrals from peers
- consultation with allied-health and medical services
- DOE SSSO professionals and educational psychologists
- Lookout/ Austin Health -CYMHS
- Koorie DOE and external services

Section 5: Student rights and responsibilities

Guiding principles

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 *Statement of Values and Philosophy* highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, comfortable, secure and happy at school
- learn and work 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.

At Morang South Primary School we believe that at the very foundation of student engagement are the following premises (Based on Ramon Lewis' research):

- At our school, everyone has the right to work and learn.
- At our school, everyone has the right to feel safe and comfortable.

In line with our school values everyone deserved to be treated with respect and dignity, with every member of

our school community being aware and demonstrating the underlying principles of these values.

Morang South Primary School Rights and Responsibilities

Everyone has the right to work and learn.

Everyone has the right to feel safe and comfortable.

Rights	Responsibilities
<p>Students have a right to work and learn.</p> <p>Students have a right to feel safe and comfortable.</p>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> -be prepared to learn -explore their full potential -respect the rights of others and display positive behaviours that demonstrate respect -adhere to the eLearning Agreement
<p>Staff have a right to work and learn.</p> <p>Staff have a right to feel safe and comfortable.</p>	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> -build positive relationships with students as a basis for engagement and learning -use and manage the resources of the school to create stimulating, safe and meaningful learning -treat all members of the school community with respect, fairness and dignity
<p>Parents/carers/members of our school community and visitors have a right to work and learn.</p> <p>Parents/carers/members of our school community and visitors have a right to feel safe and comfortable.</p>	<p>Parents/carers have a responsibility to</p> <ul style="list-style-type: none"> -take an active interest in their child’s educational process -model positive behaviour -ensure their child’s regular attendance -maintain open communication -support the school in maintaining an effective learning environment for all students. -treat all members of the school community with respect, fairness and dignity

Section 6: Student behavioural expectations

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

Our expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Effective schools share high expectations for the whole-school community.

Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

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. Student bullying behaviour will be responded to consistently with Morang South Primary School's [Bullying and Harassment Prevention policy](#).

When a student acts in breach of the behaviour standards of our school community, Example 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 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 a Team Leader, Assistant Principal or Principal
- 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.

The Principal is responsible for ensuring suspensions and expulsions are recorded on CASES21.

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

When a student acts in breach of the value-based behaviour standards of our school community, Morang South Primary School will institute a staged response, consistent with the Department's student engagement and inclusion guidelines. Where determined as necessary, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Documentation

Documenting significant misconduct or bullying at Morang South Primary School is an important element of any behaviour change/prevention effort. Our documentation and collated data allows us to:

- assess the nature and prevalence of behaviours of concern at Morang South.
- track incidents and repetition of bullying

Significant misconduct or bullying incidents (including cyberbullying) may be recorded within the following documentation:

- Class behaviour notes/Compass Chronicles (please refer to Appendix)
- Student reflection conversation sheets (please refer to Appendix)
- Minutes from meetings: Staff, Wellbeing Team, Team Leaders, Student Support Group
- Edusafe Plus

Expectations of Parents/Carers

In support of building a positive culture at school for students, Parents/Carers are expected to:

- Assist the school to provide informed responses by providing all relevant information to the school
- Actively participate in supporting their child's learning by -
 - building a positive, respectful relationship with the school,
 - supporting class programs through prescribed home-learning tasks,
 - reading, and responding if necessary, to communication from the school
 - making time to discuss behaviour matters from school with their child
 - making time to discuss online conduct with their child where inappropriate activities may have impacted other children from the school community
 - ensuring their child has the time and energy to work, learn and enjoy school
- Attend Learning Conferences (parent/teacher interviews), and where relevant Student Support Group (meetings)
- Support the school's efforts to educate young people to live in a diverse and inclusive world by promoting an appreciation of diversity at home

Restorative practices

Restorative practices are used to respond to incidents of unacceptable behaviour in order to repair harm to relationships. The term ‘restorative practices’ refers to a range of processes that are underpinned by the following concepts:

- misconduct is a violation of people and relationships
- these violations create obligations and liabilities
- problem-solving focuses on healing and making things right.

Restorative practices involve the development and enhancement of relationships in our school and teaching conflict resolution and other problem-solving skills. They also involve classroom management that is participatory, democratic and focused on problem-solving.

Restorative practices require a shift in philosophy from traditional punitive models of behaviour management to those relational models which, as well as holding wrongdoers accountable for their behaviour, provide support for the community affected by the wrongdoing. Two specific restorative practices are regularly used and are outlined below:

1. Classroom conferences involve;

- a whole class in addressing issues such as classroom conduct and more generally, classroom disruption that has affected student wellbeing and teaching and learning in the classroom.

2. Small group conferences are;

- usually confined to a small group of students or an individual student who have been involved in an incident of wrong-doing or harm
- Typically conferences might be used by a teacher or staff member to deal with low-level conduct issues or early bullying before matters escalate.

The decision to use restorative practices is made on a case by case basis as the views of those involved in an incident should be taken into consideration. Based on the circumstances of each individual incident, teachers and staff should consider whether it is appropriate to use restorative practices for matters relating to online conduct or cyberbullying.

Code of Cooperation

The purpose of our Code of Cooperation is to establish a school climate in which appropriate behaviour is the norm for all students. The Code of Cooperation is an evidence-based approach which promotes proactive and explicit teaching of behavioural expectations rather than waiting for misbehaviour or unacceptable behaviour to occur before responding. The Code of Cooperation in conjunction with this Student Engagement and Wellbeing Policy provides our school with a framework which focuses on proactive school behaviour management processes and policies. The Code of Cooperation provides our community with an effective, evidence-based approach to create a positive, safe and engaging school environment for all students, including those with behavioural difficulties. Each classroom will share their Code of Cooperation with parents at the beginning of the school year. Parents are encouraged to discuss with their child/ren the student-identified expectations for creating a positive climate for learning.

Promoting cybersafety, the Cybersafety Project and preventing cyberbullying

As an increasingly interactive medium, digital technologies bring with them exciting new opportunities to engage children and young people in their learning. At the same time these technologies also bring some risks. Increasingly schools, and Morang South Primary School is no exception, are dealing with incidents of cyberbullying or unacceptable behaviour that have occurred online. The implementation of specific cyber safety initiatives in our school supports the safety and wellbeing of students and contributes to the prevention of

cyberbullying or unacceptable conduct via technology. Our holistic approach to the respectful and safe use of information and communication technologies includes:

- implementation of annual Acceptable Use of Digital Technologies Agreements
- implementation of the online educational cybersafety platform - The Cybersafety Project
- online safety awareness information or presentations for parents
- student leadership expectations which discouraged under-age use of social media platforms

Responding to incidents that have a serious impact on individuals or the school

Incidents of unacceptable behaviour or bullying do happen and these can have a serious impact on individuals or the school. In these instances, it is important that schools have clear response procedures in place. Incidents of unacceptable behaviour or bullying may be deemed a critical incident, particularly if the incident has a serious impact on individuals or the school. Deciding whether an incident has had or may have a serious impact on individuals or the school is often a matter of professional judgement by the assistant principal, principal or their delegate. Victorian government schools are required to report particular categories of incidents via the Department's Edusafe platform, and the police if the nature of the incident may constitute a criminal offence.

Reportable incidents include (but are not limited to):

- allegations of serious sexual misconduct and physical assault of a student, staff member or a visitor.
- criminal activity, burglary, theft, vandalism and graffiti and minor property damage
- threats of harm made toward a student, staff member or visitor
- student, staff member or visitor behaviour that could result in potential risk to another student, staff member or visitor.

It should be noted that incidents away from the school must also be reported such as those occurring during camps, excursions or outdoor adventure activities, travel to or from school, in some incidence this may include non-school hours and weekends and holidays.

If a school is unsure whether an incident is a reportable incident, the Department's Emergency Management and Security Unit should be consulted by the Assistant Principal, Principal or delegate. Schools can seek advice from the Department's Incident Support and Operations Centre (ISOC) which ensures appropriate supports are in place to maximise the safety and wellbeing of students involved

<https://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/edu-safe-edusafe-plus>

Critical Incident -

At Morang South Primary School we have an Emergency Management Plan which includes agreed policies, strategies and procedures for critical incidents. This is reviewed bi-annually. The staff are briefed on the critical incident response action plans for serious incidents and are consequently confident about supporting the people affected.

Morang South Primary School leadership staff ensure that the level of response is appropriate to the incident. Specialist support professionals such as Student Support Service Officers (SSSO) are used to assist our school to identify the most appropriate follow-up.

Most incidents of unacceptable behaviour will not have a serious long term impact on individuals or the school. These are managed as quickly and effectively as possible guided by the school's Student Engagement and Wellbeing Policy, as well as through use of restorative practices emphasising repairing harm and building relationships, using a the method of shared concern or a formal apology.

When there are incidents that have a serious impact on individuals or the school, DOE have outlined clear guidelines with appropriate steps to take. This flowchart will be considered alongside the school's own critical incident response plan.

The rights of those involved should be supported while acknowledging the needs of the particular situation. Consequences should be activated in accordance with the school's Student Engagement and Wellbeing Policy.

Section 7: Engaging with families

Morang South 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 formalised times through Learning Conferences for parents to meet with teachers
- 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, through School Council, feedback forums and School Review processes
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Section 8: Evaluation

Morang South 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 can be used for assessment on an annual basis include:

- student survey data
- incidents data
- school performance reports
- parent survey data
- case management
- CASES21, including attendance and absence data
- SOCS

Morang South 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
- Referenced/linked in the annual staff handbook
- Included as annual reference in school Compass bulletin
- 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 and Inclusion Policy:

- Child Safe Policy
- Child Safe Code of Conduct
- Child Safe - Statement of Commitment to Child Safety
- Bullying and Harassment Prevention Policy
- Statement of Values and School Philosophy

REVIEW CYCLE

Evaluation:

Policy last reviewed	30/07/2025
Consultation	Presented to School Council on: 13/8/2026
Approved by	Principal
Next scheduled review date	30/07/2027

Appendix



Morang South
Primary School

Student Code of Cooperation

This Code of Cooperation has been formulated within and is consistent with Department of Education and Training guidelines and regulations. It reflects our commitment to the school's Mission, Vision and Values.

Our Values are: RESPECT LEARNING TRUST HONESTY CARING TOLERANCE COOPERATION

Our code of cooperation at Morang South PS has been developed as part of our Student Engagement and Wellbeing policy.

- This code of cooperation aims to foster a healthy school culture, where an open, welcoming and safe environment promotes high levels of achievement.
- The overall intention of the code of cooperation is for students to make appropriate choices and take responsibility for their learning and behaviour.
- We see optimal learning and appropriate behaviour as being a shared responsibility between home and school.
- Our school community will work together to reflect and demonstrate the Values of our school.
- The main purpose of the code of cooperation is to provide an environment where every member of our school community has right.

These rights are: [Everyone has the right to work and learn.](#) [Everyone has the right to feel safe and comfortable.](#)

MAIN ELEMENTS OF THE PROGRAM:

- Teachers at each level will implement the agreed strategy for the way they are going to operate in the classroom. This includes use of a school wide planned approach for recognising and responding to appropriate behaviours that reflect our values and a step-wise plan for responding to inappropriate behaviour.
- Each teacher, in conjunction with the children, will develop a classroom agreement. This will go home to be signed by parents at the start of the school year.
- The **development of positive relationships between teachers and students** is the core to this code
- Through the promotion of **personal and communal responsibility** students are encouraged to take responsibility for their actions and as a result develop intrinsic fulfillment
- A response to behaviours, including verbal and non-verbal hints and a staged conversation will be used to encourage appropriate behaviours
- Individual behaviour modification plans will be developed for children when necessary
- Behaviour management procedures will be implemented **calmly** and **consistently**
- New and relieving teachers coming into the school will receive assistance to develop/understand classroom plans and to implement our Code of Cooperation.

CONSEQUENCES FOR APPROPRIATE CHOICES:

Students will be encouraged to develop intrinsic appreciation for making the right choices and acting appropriately. Appropriate behaviour will also be acknowledged through:

- Semester Reports and Learning Conferences
- Star of the Week awards
- Compass Acknowledgements
- Newsletter items
- SRC and Student Leadership opportunities
- Positive feedback
- The privilege of representing the school
- Special awards or presentation at assemblies
- Points for House Team

CONSEQUENCES FOR INAPPROPRIATE CHOICES:

Staged response

In dealing with issues related to student behaviours we have a staged response. Response steps are outlined for both classroom and playground behaviours.

Minor incidents are dealt with in an informal way and are embedded in classroom teaching and learning through a Restorative Practices approach which is part of the Morang South PS Code of Cooperation.

More serious incidents are dealt with in a formal matter with all students affected discussing the issue with a staff member. A reflection conversation-sheet may be utilised in this process. Restorative conversations are an essential component and will take place when a child returns to the classroom or at a time negotiated with the teacher. Depending on the significance or frequency of behaviours involved the staff member may refer the incident to a Team Leader, MHWL, Assistant Principal or Principal.

There may be situations where a formal conference will be required. This will involve the staff, parents and a student to discuss the issue and formulate an appropriate documented response such as developing an action plan, individual learning improvement plan, or individual behaviour improvement plan. This may include intervention from specialist services and external agencies. A record of behaviour will be maintained by teachers. These behaviours may impact on the student's right to participate in extra-curricula or representative activities. These records of behaviour will be available to be discussed, evaluated and reflected upon by the principal and assistant principal

Restoring wellbeing

Repairing and rebuilding trust and relationships is essential following an incident that has had a serious impact on individuals or the school. Restorative practices are most effective in resolving issues and restore the sense of wellbeing for all involved.

Strategies to restore wellbeing include:

- utilising self-regulation strategies
- debriefing and support for those involved
- regularly monitoring the behaviour of the people involved in the incident
- ensuring that the person who was harmed has a clear plan to report any further concerns to someone they have chosen

- providing the opportunity for staff to have their questions answered and to talk about the incident among themselves if it has affected a broader group or the whole school
- enabling parents of the students involved to have the opportunity to discuss the incident with staff
- using specialist support staff – DOE Wellbeing Officers, MHWL, Student Support Services Officers (SSSO), School Nurses and other health and wellbeing professionals employed by schools to assist staff, students and parents in the medium to long-term
- reviewing incidents and implementing improvements to school responses and policies.

OTHER IMPORTANT ASPECTS TO NOTE

Suspension/Expulsion:

Suspension and expulsion is perceived as a last resort.

Detention and or Suspension will be given according to DOE guidelines.

- [Suspensions](#)
- [Expulsions](#)

Non-verbal hints:

Teacher points to poster to remind student of appropriate behaviour

Verbal hints:

Teacher begins conversation with student to remind student of appropriate behaviour

Back on task



Choice conversation

(And student is moved to a different place in own classroom)



Removal to
Withdrawal class

Student completes Reflection
Conversation sheet before return



Return to Class

Choice conversation



Removal to Ms Brayshaw/Mrs
Young

('Restorative Conversation' sheet
may also be completed if not already)



Return conversation/Restorative Practice and...

- Teacher & student review (or provide time for student to use the Restorative Conversation sheet then review)
- Teacher records incident use Compass Chronicle
- Teacher informs parents of concerns and may also send reflection conversation sheet home (student will take home or the teacher will email if necessary)
- Teacher follows up with student regarding expected changes to behaviour and follow-up conversations had at home.
- Teacher monitors and notes any behaviour which is occurring frequently.

NON VERBAL HINT

Ramon Lewis conversation/verbal hint

- **Nominate the student** (move closer to student)
- David...
- You with the scissors.....
- **Indicate the inappropriate behaviour**
- You're constant talking.....
- You're moving around the room....
- **Indicate why the behaviour is inappropriate**
- Is preventing others from learning.....
- Is disrupting the work of these three students....
- That's really dangerous, everyone has the right to be safe...
- **Indicate the appropriate behaviour**
- Therefore please be quiet.....(Not could you or I'm asking you-no questions-give the direction)
- Therefore please sit here where you won't be tempted....
- Next time please...
- If need be....
- I understand but..... state the appropriate behaviour
- I hear you but state the appropriate behaviour

Removal at this point is only for D type behaviour.

CHOICE You've got a **choice** you're either _____ or _____
Eg. If you're not prepared to work over here you will have to sit over there (**in the classroom**)

Removal at this point is only for D type behaviour.

Withdrawal CLASS **If still going....** Name, you'll have to leave now. Please go to HG__.

CHOICE **If they won't leave...**You've got a **choice** your either leave and go to _____ or I'll have to ask Ms Brayshaw /Mrs Young to come and get you.

removal **If they still won't leave...**I can't make you but I'm going to have to ask Ms Brayshaw/Mrs Young to come and get you. Your **choice** is...

Return Conversation

Initial: I'm glad your back. I hope you're ready to make the right choice now. We'll talk later at _____. E.g. lunch eating time.

Later: Before you were.....it was inappropriate. Why was it inappropriate? (Student must agree they've done something wrong) Now, let's evaluate your 'reflection sheet'.

The process for dealing with students who demonstrate "D" behaviour

The student is exhibiting behaviour that can no longer be managed in the room or playground. The student is refusing to go to buddy class or teacher, they are enraged and/or irrational and the only option is to be **collected** and **removed**. These students seem unmanageable no matter what is tried and need to be **collected** by Principal or Assistant Principal.

Behaviour recorded in behaviour log



Student is **collected** from either the class or the yard by Principal or Assistant Principal



There will be time to allow the student to calm down before effective restorative conversations are held regarding the unacceptable behaviour. There will be an emphasis on the student accepting responsibility for their actions and 'making it right.'



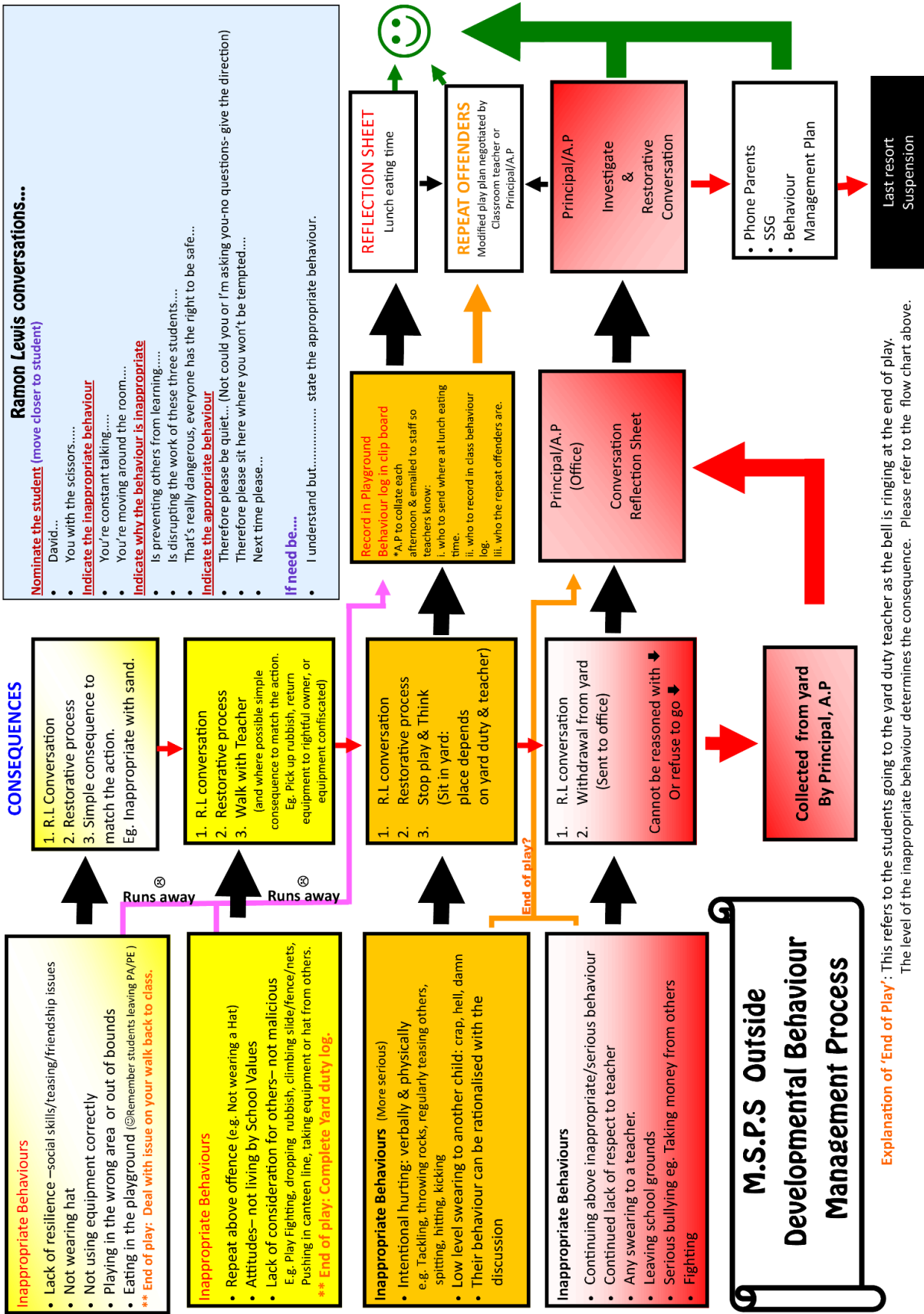
- Student has restorative conversation with Prin, or AP
- Student accepts responsibility taken for actions and makes it right with appropriate people.
- Student returned to classroom with return conversation and "Make it right" reflection sheet completed to be sent home with student.
- Teacher involved calls parents.



Staged response based on response of student and severity of behaviour exhibited

- Time Out Buddy Room
- Parent contacted to collect student
- ½ Day in-school suspension
- Whole day in school suspension
- Out of school suspension
- ** Expulsion

** Please refer to page 29.
















Zones Check In




Morang South
Primary School

Name: _____ Date & Time: _____

I feel...					
Silly 	Sad 	Frustrated 	Embarrassed 	Worried 	_____
Excited 	Tired 	Jealous 	Scared 	Confused 	_____





I am in the...			
Blue Zone 	Green Zone 	Yellow Zone 	Red Zone 

My trigger was... (Why do I feel like this?)



CAUTION!
TRIGGERS AHEAD

A strategy that I can choose is...

Have a drink of water 	Squeeze my hands 	Cuddle a soft toy 	Deep Breaths 	_____ _____
--	---	--	--	----------------

3-6 Self – reflection Sheet

What happened?

I was in the...

Blue Zone



Green Zone



Yellow Zone



Red Zone



Now I am in the...

CONSEQUENCES OF MY BEHAVIOUR

REASON/S FOR MY BEHAVIOUR

How has my behaviour affected others?

How do I feel?

What school values, rights and responsibilities did I not follow/show?

What strategies can I use when I am in this zone?

How can I make this right?

Teacher signature

Student name/s: _____

Students to complete Zones of Regulation/Student Reflection sheet prior to Restorative Conversation

Date: _____

Time: _____

Define

<ul style="list-style-type: none"> What happened? Who was involved? Where? Why do you think this happened? 	<ul style="list-style-type: none"> What was happening before it happened? What rights and responsibilities do we need to consider?

Discover (Refer back to Zones of Regulation sheet/ Student reflection sheet)

<ul style="list-style-type: none"> What were you thinking and feeling? Are you normally friends? What happened after? Was your behaviour an expected or unexpected behaviour? 	<ul style="list-style-type: none"> How would this have made the people around you feel? What school values were or weren't shown?

Dream

<ul style="list-style-type: none"> What did you want to happen? What would you like to happen now? 	<ul style="list-style-type: none"> Why/How will this help everyone?

Design

- What could you have done differently?
- What toolbox strategy could you have chosen?

- How can we make it right?
- How can we work together?

Deliver

- What do we need to do now?
- How will we know how we are going?

- Who can help me if I have a problem along the way?

Debrief

- Has this experience changed how you feel about each other?
- And/or the school?
- Do you need to make any more changes to improve the situation?

- What have you learnt from this experience?
- Faced with the same problem, what would you do differently next time?