



# Norris Bank Primary School

## Student Wellbeing and Engagement Policy

### Help for non-English speakers



If you need help to understand this policy, please contact the school on 9467 2206.

### 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.

Norris Bank 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
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## **1. School profile**

Norris Bank Primary School is located on the corner of Greenhills and Settlement Roads in Bundoora, 13 kilometres to the north of the Melbourne CBD. The school is located midway between La Trobe University and RMIT University, where many of our families work or study. The school has a long history, having been established in Bundoora since 1909. The school community has become increasingly more diverse over the last decade, with families representative of many different cultures enriching our community. The school has undergone extensive physical transformation in recent years, with the development of flexible learning spaces. All students have access to desktop computers, notebooks, iPads and interactive technology. The school supports a philosophy of discriminating and safe use of technology for communication and learning, balanced with a 'hands-on' educational experience. In recent years the junior classrooms have been renovated to support a contemporary model of teaching and learning, and the students have access to the adjacent to our Oral Language Discovery Centre, where they are able to engage in an inquiry-based model of learning. The students in the senior years of their schooling are housed in a new building containing a "learning neighbourhood" consisting of four home bases, collaborative learning spaces and areas for small groups. There is a strong focus in the early years on developing oral language and phonemic awareness, and this has been the foundation for the school's strong student learning outcomes in literacy. The school aims to provide an inclusive environment that supports the learning needs of individual students and personalises their learning. At the start of 2015 the school entered a partnership with the Northern School for Autism, and a 'satellite program' operating from two of the classrooms, has been established at Norris Bank Primary School. Our school is deeply committed to having an Inclusive school and supporting all students by creating a climate of tolerance and respect for difference. We are proud of our long history of delivering a quality education, and our commitment to the welfare of our students. We strive to build and sustain strong relationships as the core of the school's ethos, and to provide school programs that engage students in their learning and foster peer and school connectedness.

## **2. School values, philosophy and vision**

Norris Bank Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of kindness, respect and curiosity at every opportunity.

Our school's vision is for every student to reach their personal best both in wellbeing and academic achievement through the development of a growth mindset.

Our Statement of Values is available online at: [www.norrisbkps.vic.edu.au](http://www.norrisbkps.vic.edu.au)

## **3. Wellbeing and engagement strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning of all our students.

Norris Bank Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

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## 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*
- *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 Example School use an [NAME] instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Example 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 and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group 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 support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Bully Stoppers*
  - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e., anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *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.*
- *a school start-up program to develop class vision and mission statements and where positive class communities are formed*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as: Kidsmatter, e-Smart, Respectful Relationships, Better Buddies, Promoting Alternative Thinking Strategies (PATHS)*
- *multi-age groupings for special events throughout the year including a school Science /Art Expo, A whole School Concert, Harmony Day, NAIDOC Week and many more.*
- *transition program: transition sessions for Kinder —prep and year 6 —Year 7.*

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- extra-curricular program and activities including choirs, lunchtime positive play activities led by staff and students
- an approach to Restorative Practices where students are actively involved in discussing the impact of their behaviour on other students and how the relationship can be best restored
- all students are welcome to self-refer to the classroom teacher 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
- excursions, incursions and providing opportunities to learn both inside and outside the classroom
- a school camping and outdoor education program which provides educational experiences beyond those normally available within the regular classroom and allows students to make connections between their learning and the wider community. Activities include Prep Breakfast, Year 1 Dinner, Year 2 School Sleepover, 3 - 6 camp experience, swimming program for Years 1 – 6 and a range of Sporting Programs.
- Parent/Teacher Conferences are held in Term 2 & Term 4 to discuss upcoming student reporting progress.
- All parents receive a Term Overview of subjects their child will be taught. All students/ parents will receive individual learning goals for Reading, Writing, Numeracy, Personal & Social Capabilities at the beginning of each term.
- student leadership opportunities such as: Year 6 leadership program, School Captains, Student Action Team, Student Advisory Group, House Captains and Prep Buddies. These provide opportunities for student voice and to influence change within the school community
- encouraging student voice and planning for co-operative classroom involvement through class meetings, student surveys, making informed decisions about their own learning (personal goal setting), negotiation of the curriculum, providing choice in inquiry projects and methods of presentation
- encouraging full student attendance to maximize the students' ability to learn and teachers' ability to teach effectively. Informing students and parents of the impact of being away from school for inadequate reasons and using strategies such as "It's Not O.K. to be Away" within the school
- providing opportunities for students to be involved and feel connected to school through whole school events, such as Remembrance and ANZAC Day Ceremonies, NAIDOC week, Footy Day, Grandparents Day, Harmony Day, special day parades
- recognising and rewarding student achievements at school assemblies with awards
- 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
- providing opportunities for parents/carers and the wider community to be involved in the schools' programs e.g.; School Council, classroom helpers and excursions
- teachers at Norris Bank Primary School work together in Learning Communities to Assess, Plan and implement an instructional framework that ensures an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Norris Bank Primary Schools 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

### Targeted

- *each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information*
- *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 [insert any specific strategies you have in place to support CALD students]*

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- *we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*
- All students are known to every staff member and relationships are strong.
- We connect all Koorie students with a Koorie Engagement Support Officer and all Koorie students will receive an Individual learning plan.
- All our students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

## Individual

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

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst,

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Norris Bank 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
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as Yarra Me, CAMHS and other allied health professionals, child and mental health services or Orange Door
  - Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration engage with the student and their family
- aging with our regional Koorie Education 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.

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

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

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## 5. Student rights and responsibilities

All members of our school community have the 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

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"><li>work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li><li>participate fully in the school's educational program</li><li>participate fully in their education</li><li>feel safe, secure and happy at school</li><li>learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation</li><li>express their ideas, feelings and concerns.</li></ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"><li>participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li><li>demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li><li>take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li><li>participate fully in their educational program</li><li>display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community</li><li>respect the right of others to learn.</li></ul>

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

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.

### Student behavioural expectations and management

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

*Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. 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, Example School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and*

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

*Our school considers, explores, and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.*

*Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.*

*Disciplinary measures that may be applied include:*

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

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

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

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

The Principal of Norris Bank 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.

When a student acts in breach of the behaviour standards of our school community, Norris Bank Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

The following behaviour plan document will be followed by teachers and supported by parents. A copy will be placed in the newsletter at the beginning of Term 1 each year and new families to the school will be given the plan with the school's documentation. The plan will be evaluated and altered as the school moves forward in direction.



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The following behavioural expectations apply in the classroom, in the playground and when outside the school attending any special events and activities.

**Respect yourself, others and belongings. Follow instructions. Be safe and take care.**

**Speak politely and listen carefully to others. Keep hands and feet to yourself.**

The staff at Norris Bank Primary School will encourage positive behaviours in our school and the following rewards will be given to encourage support the students. **Praise / feedback, Class Star Awards, Green Cards, House Points, Stickers, Activity choice, Class rewards, Positive home communication via phone calls or notes.**

**CONSEQUENCES FOR STUDENTS WHO DO NOT COMPLY WITH EXPECTATIONS FOR APPROPRIATE BEHAVIOUR  
(NON-SERIOUS OFFENCES)**

	<b>CLASSROOM</b>	<b>PLAYGROUND</b>
<b>STEP 1</b>	Verbal & Visual reminder. (expectation addressed)	Verbal reminder.
<b>STEP 2</b>	Yellow 'Time Out' card issued. 1min. per age in years in own room (P- 2) 1min. per age in years in own room (Yr 3-6)	Yellow 'Time Out' card issued. 5 mins. on bench (Prep- 2) 10 mins. on bench ( Year 3 – 6)
<b>STEP 3</b>	Red 'Time Out' card issued. 10mins. in another classroom (Prep – 2) 20mins. in another classroom (3 – 6)	Red 'Time Out' card issued. 10 minutes inside (Prep – 2) 20 minutes inside (Years 3 – 6)
	Time out is a reflection time for the child. Teacher issues reflection procedure.	
<b>STEP 4</b>	Behaviour notification letter home to parents, to be signed and returned the next day. If not returned, the classroom teacher makes a phone call to the parent.	Letter home to parents to be signed and returned the next day. If not returned, the yard duty teacher makes a phone call to the parent.
<b>STEP 5</b>	If inappropriate behaviour is repeated, notification of lunchtime detention is sent home.	If inappropriate behaviour is repeated, notification of lunchtime detention sent home.

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- If inappropriate behaviour continues, a meeting will be called with the classroom teacher, parent and student. An **individual behaviour support plan** will be developed, with clearly outlined consequences for breaking the contract. Support processes and referrals will be made if necessary.
- If a student leaves a classroom, or teaching area (inside or outside), without permission and refuses to return when requested, parents will be contacted and requested to collect their child, as we cannot guarantee their safety.
- Staff will ensure that logical and sensible actions are taken by the students to 'make right' any damage or harm caused by their behaviour (restorative justice). This might include things such as cleaning up any mess, apologising, completing work in own time, repairing damage, completing a negotiated 'good deed', ban on using certain equipment, loss of privileges.

**SCHOOL RESPONSE TO STUDENTS WHO DO NOT COMPLY WITH EXPECTATIONS FOR APPROPRIATE BEHAVIOUR (SERIOUS OFFENCES)**

- Consistent bullying and harassment.
- Leaving the school grounds, without permission.
- Significant deliberate act of violence to another child causing injury e.g. biting, hitting with a rock or stick.
- Significant damage to school property e.g. graffiti, vandalism.
- Using extremely offensive language which is directed at a staff member or child and is degrading, threatening or malicious.
- Throwing furniture.
- Placing self at risk.
- Causing significant injury to self or another child requiring first aid and parent notification.
- Major theft of property from another child, staff or from the school.
- Lighting matches/fires, smoking cigarettes.
- Possession of drugs/illegal substances.

	<b>CLASSROOM</b>	<b>PLAYGROUND</b>
<b>STEP 1</b>	<p>Child immediately removed from the classroom</p> <p>Parents called immediately.</p> <p>Meeting called between class teacher, wellbeing coordinator, parent and student. Development of an individual <b>behaviour support plan</b> with consequences for breaking the plan clearly described. Support processes and referrals made if appropriate.</p>	<p>Child immediately removed from the playground and sent to the Office to be supervised for the remainder of the day.</p> <p>Parents called immediately.</p> <p>Meeting called between class teacher, wellbeing coordinator, parent and student. Development of an individual <b>behaviour support plan</b> with consequences for breaking the plan clearly described. Support processes and referrals made if appropriate.</p>
<b>STEP 2</b> Second Occurrence	<p>Child immediately removed from the classroom.</p> <p>Parents contacted immediately as per Behaviour Management Plan and asked to attend a meeting with Principal and Wellbeing co-ordinator.</p>	<p>Child immediately removed from the playground and sent to the Office to be supervised for the remainder of the day.</p> <p>Parents called immediately.</p> <p>Meeting called between Principal, Wellbeing coordinator, parent and student.</p> <p>Follow the steps as outlined on the Behaviour management Plan.</p>

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<b>STEP 3</b> Third Occurrence	Referral to the Principal, which may lead to suspension from school. Student not to return to school until a post-suspension meeting has been held between the principal, parent and wellbeing coordinator to determine the student's readiness to return to school.	Referral to the Principal, which may lead to suspension from school. Student not to return to school until a post-suspension meeting has been held between the principal, parent and wellbeing coordinator to determine the student's readiness to return to school.
<b>STEP 4</b> Repeated suspensions	Expulsion processes may be instigated by the Principal as per DET guidelines.	Expulsion processes may be instigated by the Principal as per DET guidelines.

## 6. Engaging with families

Norris Bank 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.

The school will create successful partnerships with parents/carers and families 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.
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision making
- coordinating resources and services from the community for families, students and the school
- including families in Student Support Groups, and developing individual plans for students

## 7. Evaluation

Norris Bank 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:

- the Attitudes to School survey
- incident data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES 21 or SOCS

Norris Bank 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.

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## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	16 <sup>th</sup> September 2022
Consultation	'School Council - 19 October 2022'
Approved by	Principal
Next scheduled review date	September 2024

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