

Mount Waverley Primary School

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Mount Waverley Primary School on 03 9807 1480 or mount.waverley.ps@education.vic.gov.au

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.

Mount Waverley 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.

Mount Waverley Primary School values the cultural, linguistic and faith diversity of our community and is committed to ensuring every student and family experiences a sense of belonging, respect, representation and cultural safety.

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.

STUDENT IMPACT STATEMENT: The Student Wellbeing and Engagement Policy empowers us by giving a voice in the classroom through student-created goals, allowing us to take ownership of our learning. It also strengthens the connection between school and home, making it easier for families to understand and support what we're learning. Most importantly, this policy ensures that all students feel safe, both in the classroom and in the yard, creating a secure and supportive environment for everyone.

Developed by the Student Wellbeing Action Team, August 2026

SCOPE

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

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POLICY

1. School profile

Mount Waverley Primary School (MWPS) is located in the City of Monash in the south eastern suburbs of Melbourne and is considered to be a school of choice within the local and wider community. The school was founded in 1906 in an established residential suburb 20 kilometers from the CBD. There is a sense of belonging and connectedness in the quiet and safe environment.

The broad profile of 55 equivalent full-time staff which include: 3 Principal class, 5 Core Leaders, 46 Experienced and Graduate teachers, 8 Education Support Staff, 3 Office Administration staff, part time school counsellor and a part time speech therapist. This provides for a rich diversity of ideas and experience. We have committed long-term staff, with most having spent the greater part of their careers at MWPS. New staffing positions are highly sought after, and any intake of teachers and graduates is largely a result of retiring teachers or those taking family leave.

The enrolment is capped at 800 but the number can fluctuate from time to time. There is a comparable mix of male students and female students. Enrolment restrictions and zoning apply due to the high demand of interest to attend the school.

The school community has a high socio-economic profile and a high proportion of students with English as an additional language. The school proudly embraces a broad diversity of backgrounds including, Asian, European and Middle Eastern cultures. The school has a culture that values diversity and is very open to catering for individual needs.

MWPS has a strong commitment to continuous improvement and the pursuit of academic excellence, with students consistently achieving pleasing academic results that exceed National and State benchmarks in all areas. The school covers all domains of the Victorian curriculum and provides a differentiated curriculum which promotes individual learning and focuses on the development of independent learners. The facilities create innovative and flexible learning spaces where students undertake their learning in a stimulating and friendly environment that facilitates the extensive use of Information Technology across all areas of the curriculum.

Students are supported to develop social, emotional and interpersonal skills through a range of values-based programs. All students are encouraged to undertake leadership roles to assist in the development of self-esteem and confidence. Student Voice, Agency and Leadership is strong in all areas of the school.

The school is a Child Safe school where staff assist all students through a strategic preventative and intervention approach led by the Wellbeing Assistant Principal. There have been minimal numbers of students involved with Child Protection (DHHS). Teachers deliver social skills and wellbeing programs at each level of the school including; 'The Connect To School Program' and the Respectful Relationships Program. The school accesses support from the DET Psychologist, Social Worker, Speech Therapist and external specialists. MWPS has a Peer Mediation Program. Student Leaders have an active role in the school through the Peer Mediation Program, Student Representative Council, Student Wellbeing Action Team, Year 6 Leadership group and Year 5 and Prep Buddy Program which supports relationships between Foundation and Year 5 students and follows through to Year 1 and Year 6. We have a part time school counsellor.

The school buildings include a large indoor multi-purpose hall, modern design in two main hubs with central open spaces and a large number of portable structures. All classrooms are air-conditioned. The grounds include four separate adventure playgrounds, two basketball/netball courts, a sensory garden, an oval and outdoor decking area. Rooms are specifically dedicated for Visual Arts, Music, STEM, LOTE (Japanese), Library Global Education, a multi-purpose hall for PE, two Sustainability hubs and Out of School Hours Care. The school has a computer network system and areas for ICT. All classrooms are equipped with mobile technologies and interactive whiteboards. Students also have access to a bank of iPads. The facilities and grounds are well maintained.

MWPS encourages strong links between home and school and invites community participation at many levels. A dedicated School Council and Parent Group assists all aspects of the school's operation and provide the basis for a strong community partnership. The school community actively supports the development of school resources and programs to ensure the best possible outcomes for students. The school fosters a strong sense of community and belonging and is supported by parents, who are involved in classroom assistance, sport, excursions, camps and committees. The School Council, Parents and Friends Committee and the parent community are committed to maintaining and improving the school for the benefit of students. The school has an excellent accredited Out of School Hours Care Program facilitated by Camp Australia.

2. School values, philosophy and vision

Mount Waverley Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness 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 MWPS Statement of Values and School Philosophy is available online at: [Mount Waverley Primary School \(mountwaverleyprimaryps.vic.edu.au\)](http://mountwaverleyprimaryps.vic.edu.au)

3. Wellbeing and engagement strategies

Mount Waverley 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:

Universal

- High and consistent expectations of all staff, students and parents and carers
- Prioritising 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 Mount Waverley Primary School use the MWPS Best Lesson and HITS 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
- Staff implement the MWPS Making Great Choices Together Behaviour Matrix to provide a clear and consistent positive behaviour model
- Teachers at Mount Waverley Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 Junior School Council and Student Wellbeing Action Team as well as other forums including student focus surveys, year group meetings and Peer Support Groups. Students are also encouraged to speak

with their teachers, education support staff, school nurses, school counsellor, Assistant Principal and Principal whenever they have any questions or concerns.

- Creating 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 School Nurse, Peer Mediators, Student Wellbeing Action Team members, 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:
 - Resilience Project
 - eSmart
- 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
- The school maintains a zero-tolerance approach to racism, homophobia or other forms of discrimination or harassment. Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours. Students, staff and families are encouraged to report concerns, and all reports will be taken seriously, investigated and responded to in a timely manner.

Targeted

- Each year group's classroom teachers are responsible for 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.
- Our English as a second language students are supported through our classroom inclusive EAL practices and supports, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- We support learning and wellbeing outcomes of students from refugee background through linking with community supports, school counsellor and school community members
- 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](#)
- 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](#)

Individual

Mount Waverley 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 [Student Support Groups](#)
- Developing an Individual Learning Plan and/or a Behaviour Support Plan [Individual Education Plans, Behaviour – Students, Behaviour Support Plans](#)
- Considering if any environmental changes need to be made, for example changing the classroom set-up
- Referring the student to:
 - School-based wellbeing supports [Mental health toolkit, headspace](#)
 - Student Support Services [Student Support Services](#)
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator [Navigator](#)

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

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

4. Identifying students in need of support

Mount Waverley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mount Waverley Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

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

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

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy and Behaviour Management Plan.

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, Mount Waverley Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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 Principal Class
- 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 of Mount Waverley 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.

7. Engaging with families

Mount Waverley 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual education plans for students
- supporting communication with families through translated information, interpreters and culturally responsive approaches.

8. Evaluation

Mount Waverley Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

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

Mount Waverley 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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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

* These can all be found on the school website.

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2024
Consultation	Education Sub-Committee August 2026 Student Wellbeing Action Team, August 2026 MWPS Staff, August 2026 School Council, September 2026
Approved by	Principal Campbell McKay
Next scheduled review date	Before September 2028

Appendices and Related Policies

Appendix 1: Child Safe Code of Conduct

Appendix 2: MWPS Principles and Processes of Restorative Practices

Appendix 3: MWPS Restorative Practices – Student Behaviour Management

Appendix 4: MWPS Reflection Sheet

Appendix 5: MWPS Code of Cooperation

Appendix 6: MWPS Making Great Choices Together Behaviour Matrix

MWPS Whole-School Prevention Strategy examples:

Links to Local Community, Health Professionals and Support Agencies

- School Focus Youth Services – Monash Waverley
- Kids Hope – Church provider
- SSS network DET SSS team Speech, Psychologist and Social worker linked to school
- State Schools Relief
- Parent involvement in classrooms, working bees, committees
- Links with Special Schools, Early Intervention settings
- We refer students to Monash Family Health services
- Child First, Anglicare or DHHS to support students in need
- We refer to a number of pediatricians, private psychologists. Any health professionals involved in the care of our students may be invited to participate in Student Support Groups (SSG)
- Lions Club fund some students to attend external camps that are aimed at improving student wellbeing
- Active Out of School Hours Care managed by Camp Australia

Programs, Activities and Strategies

- ‘Connect To School’ Program, whole school student wellbeing and transition program
- All classes create their Code of Cooperation and agreement of common understandings of what constitutes a positive learning environment
- Peer Mediation Program
- Buddy Program Prep – Year 5 students and Year 1 - Year 6 students
- Camping Program Year 3 – 6
- Excursions and Incursions termly
- Harmony Day
- Transition Program from Pre-school into Prep
- Transition Program for Year 6 to Secondary school
- Literacy Support programs
- Enrichment programs
- School lunchtime or out of hours programs: Choir, Chess club, Lunch time clubs, Library time, sport tournaments, outdoor chess
- Prep parent discussion groups, forums, school readiness facilitated by allied health professionals
- Individual support to students and families
- Whole school Resilience program – Resilience Project
- Night of the Notables
- BYOD program
- Library Open Day and openings lunch, before/after school
- Junior School Council and Student Wellbeing Action Team
- Year 6 Graduation
- Sexual Health Victoria
- Fire Education
- Dental Van
- DET School Nurse – Prep Entry assessment

- Premier's Reading Challenge
- Kids Teaching Kids Program
- Orchestra
- Instrumental Music Program
- Dance and Drama Group
- Student Awards recognised at assemblies and in weekly newsletter
- Birthdays acknowledged in class
- All classes access mobile technologies, interactive whiteboards, digital cameras and computers in all curriculum areas across all levels
- Internet Safety and Cyber-bullying Prevention Program for students, teachers, parents and carers
- We have an extensive Leadership Program where selected student in Year 6 has a leadership role i.e. Captains for the Environment, Literacy, Numeracy, House captains, STEM and Music captains, Library and Japanese Captains, Arts Captains, Sports and Wellbeing Captains

Communication

- Weekly school assemblies
- Weekly Level Communication on Seesaw
- Parent teacher meetings, information nights and Conferencing
- Student Support Group meetings
- School Council and sub committees
- Community noticeboard
- Compass
- School newsletter which promote school and local activities to enhance student wellbeing and engagement
- Parent Opinion surveys
- Student reports
- Transition sessions
- Prep Welcome Afternoon
- Education Week, special open days and nights
- Special friends and grandparent days
- School concerts
- Christmas Carols
- Sports events
- Student Council
- New staff induction
- BYOD showcase
- Parents and Friends Association
- Library Opening
- Student leadership forums
- Year 5 Buddy Program
- Year 4 Kinder Visits
- Leadership training with Year 6
- Website
- Facebook
- Instagram

Environment

- Playgrounds and oval
- Permaculture – Sustainability Garden
- Shaded areas
- Playground equipment

- Line marked games on asphalt
- Basketball courts
- Seating areas
- Sand pit
- Maths Garden
- Sensory Garden
- Outdoor Deck area
- Library
- Art room
- Music room
- School Hall/Gym
- Racquet ball wall
- Support rooms
- Great Spaces

Environmental Safety includes:

- Child Safe school
- Visitors sign in register and policy
- Anaphylaxis Policy
- Asthma friendly accredited school
- Sunsmart school and policy
- Training of all staff Anaphylaxis, Asthma, Diabetes annually
- CPR training
- Defibrillator onsite
- School Nurses
- DET School nurse
- Several staff level 2 first aid trained
- OHS trained staff members
- Regular practice of emergency procedures including evacuation and lock downs
- Inclement weather procedures – hot/wet/windy days
- Staff on duty have medical kits
- Staff on yard duty wear fluoro vests
- CRT folders detailing safety procedures and special needs for students at risk
- Regular Asbestos, Playground, Tree Audits
- Block approvals and consents for excursions, media release, BYOD, Bikes and mobile phones at school
- ICT Agreement
- Code of Cooperation in each class and yard

Appendix 1



MOUNT WAVERLEY PRIMARY SCHOOL CHILD SAFE CODE OF CONDUCT

MWPS has a NO tolerance policy to abuse, neglect, bullying and harassment.

All staff, volunteers and community members of MWPS are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of students, as noted below.

All personnel of MWPS are responsible for supporting the safety, participation, wellbeing and empowerment of students by:

- adhering to MWPS Student Wellbeing, Engagement and Inclusion Policy and upholding MWPS statement of commitment to child safety at all times
- taking all reasonable steps to protect students from abuse, neglect, bullying and harassment
- treating everyone with respect
- teaching students how to use electronic media safely and providing safety curriculum and opportunities to practice safety skills
- being observant of student behaviours and vigilant in supervision of students
- being perceptive of signs of distress or suspected incidents of abuse, neglect or bullying
- listening and responding to the views and concerns of students, particularly if they are telling you they or another student has been abused or bullied and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal students (for example, by never questioning an Aboriginal student's self-identification)
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of students with a disability (for example, during personal care activities)
- ensuring as far as practicable adults are not left alone with a student
- making efforts to remove opportunities for abuse or bullying by actively supervising the yard and classroom and other learning environments including excursions, camps, first aid, bus travel, swimming programs
- reporting any allegations of student abuse to the school Principal / Assistant Principal/ School Leaders, and ensuring any allegation are reported to the police or child protection
- reporting any student safety concerns to the school Principal / Assistant Principal/ School Leaders
- if an allegation of child abuse is made, ensuring as quickly as possible the student is removed from the source of distress and is safe
- encouraging students to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them
- undertaking Mandatory Reporting updates and following reporting guidelines

- understanding and complying with all reporting processes and obligations.

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any special relationships with students which could be seen as favouritism for example offering gifts or special treatment for specific students
- exhibit behaviours with students which may be construed as unnecessarily physical i.e. sitting on lap
- put students at risk of abuse for example locking doors
- initiate unnecessary physical contact with students or do things of a personal nature for a student who, if deemed capable, can do for themselves, such as toileting or changing clothes. Support or assistance for a student with special needs and/or disability may be required as agreed by the Student Support Group, School Leadership, School Nurse
- engage in open discussions of a mature or adult nature in the presence of students i.e. personal social activities
- use inappropriate language in the presence of students
- express personal views on culture, race, sexuality in the presence of students
- discriminate against any student, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a student or their family outside of our organisation without the school Principal/AP knowledge and/or consent (for example, no babysitting) Accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child or their family unless necessary, for example, providing families with e-newsletters and/or emails which are of an educational nature
- exchange personal contact details such as a phone number, social networking sites or email addresses other than those which are of an educational nature
- photograph or video a student without the consent of parent/guardian
- work with students under the influence of alcohol or illegal drugs.

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to the School Principal, Student Wellbeing Coordinator, School Leadership.

If you believe a student is at immediate risk of abuse phone 000.

Staff Name _____

Staff signature _____

Date _____

Appendix 2

MWPS Principles and Processes of Restorative Practices

The **3 Principles of a Restorative Fair Process** are:

- **Engagement:** involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation:** explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity:** making sure everyone clearly understands a decision and what is expected of them in the future.

Restorative Approaches in the school setting help develop:

- A safer, caring environment
- A greater commitment to take time to listen to one another
- A reduction in bullying and conflicts
- A greater awareness of the importance of connectedness to students, the need to belong and feel valued by peers and teachers/adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect and not further disconnect students
- Reduction in exclusion
- Greater confidence in staff to deal with challenging situations
- Increased belief in students to take responsibility for their choices, and giving them opportunities to do so.

Restorative Chats / Conferences: - 4 Key Questions

1. What has happened?
2. Who was affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things differently in the future?

Restorative Processes

- **Restorative Enquiry:** the starting point involving *active non-judgmental listening*. Used to *help reflect on a situation, find ways to move forward*. Useful to meet with students 1: 1 before face to face/group meetings
- **Restorative discussion:** in a *challenging situation*, often b/w a *more and less powerful student*. Skills include expressing and listening for feelings and needs, and understanding the way each has acted the way they have
- **Mediation:** useful when X and Y believe the *other person is the cause of the problem*. The mediator remains impartial and helps both sides consider the problem as a shared one that needs a joint solution

- **Victim/Wrong doer mediation:** useful when *someone acknowledges they have caused harm to another and both sides agree to see how the matter can be put right* with the help of an impartial mediator
- **Circle time:** for *team building and problem solving*, enables a group to *get to know each other, develop mutual respect, trust and concern*
- **Restorative Chats / Conferences;** involving those who have acknowledged causing harm , meeting with those they have harmed, *seeking to understand each other's perspective and coming to mutual agreement to repair the harm* as much as possible
- **Family Group Conference:** useful when a *plan is needed to support a young person or their family in making changes*.

Appendix 3

MWPS Restorative Practices - Student Behaviour Management

- MWPS is committed to a Restorative Approach to resolve issues and conflict
- Student behaviour management is applied calmly, non-punitively and consistently - understanding student backgrounds and their needs and ensuring clear expectations have been provided
- Teachers follow a planned response when dealing with inappropriate behaviour
- There are a range of consequences for inappropriate behaviour, which increase in severity according to the magnitude and frequency of behaviour
- **Unacceptable behaviour examples - Swearing. Disregard to property/stealing. Vandalism. Physical violence. Inappropriate touching or gestures. Bullying, intimidation or harassment**
- Students are held accountable to the school values and classroom / yard code of cooperation.



MWPS Student Reflection Sheet – A Child Safe School

Student Name Class Date

Dear Parents,

We wish to advise you today your child received a Reflection Sheet for:

.....
.....
.....
.....
.....

Your child has discussed the behavioural choices he/she made concerning the incident outlined above with As we work in partnership supporting your child's learning and development, we believe it is important that you are aware if an incident of a serious or repeated nature occurs.

We ask for your support in helping us maintain the school's Values and Agreed School Learning Conditions / Code of Cooperation by discussing this concern with your child. Please sign the reflection sheet below and return to your child's class teacher. If you wish, please make an appointment to see your child's teacher or comment in the space provided.

Teacher

Principal / Assistant Principal

Parent Date.....

Parent Comment (*optional*)



A Child Safe School - Student Reflection Sheet

People and Place Where was I? Who was with me? What was I doing?	
Thoughts and Feelings What was I thinking about? How was I feeling?	
Student Behaviour What poor choices did I make? Who was affected by my choices? What could I have done differently?	
Improve and Repair What can I do now to make the situation better? How can I repair the harm I have caused?	
Consequences for my actions	
My Responsibilities What are my responsibilities to my school, others and myself?	

Student signature..... Class



MWPS Code of Cooperation

Every member of the Mount Waverley Primary School community has a right to fully participate in an educational environment which is safe, caring, supportive and inclusive and built on positive relationships. Students have a right to learn in an environment that actively encourages a belief in equality and values differences. Everyone deserves to be treated with respect and dignity and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination and intimidation.

Every member of the Mount Waverley Primary School community has the responsibility to:

- Contribute to creating a safe and supportive environment
- Respect the rights of other people
- Treat each other as equals
- Value differences.

As a member of the Mount Waverley Primary School therefore agree to do my best to follow my class Code of Cooperation:

Respect	
Integrity	
Resilience	
Curiosity and Creativity	
Empathy	

Student signature.....Date

I have discussed these agreements with my child.

Parent signature.....Date.....



MWPS: Making Great Choices Together

School Values	Respect	Resilience	Integrity	Curiosity and Creativity	Empathy
Student <i>Displaying School values</i>	I consider, regard and understand others and the environment.	I persist and bounce back from disappointments and setbacks with a positive attitude.	I strive to be the best I can and to make a positive contribution through my actions, words and behaviours.	I seek to learn, discover and support others to learn and discover.	I respond to others with kindness, understanding and sensitivity.
Classroom Teacher <i>Student Reflection Sheet/parents notified</i>	Inclusive of the following behaviours: - talking over the teacher in the class during learning time - disrupting learning - deliberately excluding a student/name calling or put downs - uniform violations (not wearing a sunhat, jewellery) - littering				
Leadership and Parents <i>Removal from class or yard and loss of privileges/parents notified</i>	Inclusive of the following behaviours: - swearing (deliberate, directed insult) - rough play/spitting/disruptive behaviour that is unsafe - photographing/videoing/recording others without consent - inappropriate use of digital technology				
Prin Team and Parents <i>Internal or external suspension/meeting with parents</i>	Inclusive of the following behaviours: - discriminatory, threatening language (at school or online) - physical aggression or fighting - leaving the school grounds - damaging the toilets or impacting the safety of students				

