



Student Wellbeing and Engagement Policy

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Spensley Street 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 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.

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Policy

School profile

Spensley Street Primary School is an inner-urban, multi-aged and open-plan school with an enrolment of approximately 350 students.

Our school is situated in a quiet pocket of Clifton Hill close to the Merri Creek and surrounding parklands. We proudly learn and work on Wurundjeri Country.

Most students that attend our school live locally and tend to walk or ride their bike to school. Spensley Street Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

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

Parent and carer connectedness to the school and to the educational program is very high. The school currently offers an established student support program that includes additional learning support, a school-designed sexuality education program and a whole school approach to positive behaviour.

School values, philosophy and vision

Vision & Values Statement

At Spensley Street Primary School we strive to develop highly-skilled, knowledgeable and caring young people. We want our students to be successful, lifelong learners who will become active, engaged and thoughtful citizens.

School Philosophy

At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.

We provide diverse, challenging and child-centred learning programs to develop successful, lifelong learners. The educational, social, emotional and physical needs of the whole child are of primary importance and we are committed to an assessment program that values progress and achievement in all these areas.

Our vision of a successful learner is one who is: respectful, principled, caring, thoughtful, generative, industrious, knowledgeable, courageous, a risk taker and an effective communicator.

We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence to think critically about their world.

School Environment

Spensley Street Primary School provides an inclusive, multi-aged learning environment. The integrated curriculum is both broad-ranging and developmentally appropriate.

Our multi-aged class structures group students of different ages together for learning, giving them opportunities to experience a range of social and working relationships. Multi-ageing provides a flexible learning environment that is responsive to the students' skills, abilities, stages of development, interests and personalities - not just their age.

We provide our students with stimulating, targeted and challenging learning opportunities to ensure they become successful, confident learners with a strong sense of self.

We foster a strong, supportive community for our families. We value our staff and recognise their importance, in partnership with families, in supporting students to fully realise their learning potential.

We are committed to open, democratic governance that recognises the rights of everyone in our community to participate in decision-making at Spensley Street.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

Wellbeing and Engagement strategies

Spensley Street 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 to flourish at school, and that the needs of students may change over time as they grow and learn.

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. The foundation for this is our Restorative Practices Approach.

Restorative Practices

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness to promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- are systematic, not situational
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied

The School works collaboratively with students and parents and carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole school), targeted (group specific) and individual engagement strategies used in our school are outlined below.

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<p>With an inquiry approach, our school has a broad-based, developmentally-appropriate curriculum that caters for the needs of the whole child. This ensures that evidence-based, effective teaching practices are part of every lesson.</p> <p>Our school acknowledges examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</p> <p>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.</p> <p>Opportunities for student inclusion (e.g sports teams, clubs, recess and lunchtime activities)</p>	<p>Staff identify and work with students who require additional support to develop social and emotional skills</p> <p>Problem-solving circles and small group conferences as part of our Restorative Practice.</p> <p>Staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experienced trauma.</p> <p>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 Aboriginal Learning, Wellbeing And ...</p> <p>Our English as a second language (EAL) students, and all cultural and linguistically diverse students, are supported to feel safe and included in our school including</p>	<p>Meet with student and their parent/carer to talk about how best to help the student engage with school</p> <p>Seek extra resources under the Program for Students with Disabilities for eligible students</p> <p>Develop a Behaviour Support Plan and/or Individual Education Plan (including classroom and playground Safety Plans)</p> <p>Consider if any environmental changes need to be made, for example changing the classroom set up.</p> <p>Restorative Practice community conferences</p> <p>Alternative provision (school within a school)</p> <p>Provide targeted extension activities for highly-able students:</p> <p>Building constructive relationships with students at risk or students who are</p>

<p>All students participate in CircleTime, our social and emotional learning curriculum program.</p> <p>High and consistent expectations of all staff, students and parents and carers</p> <p>Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing</p> <p>Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued</p> <p>Welcoming all parents/carers and being responsive to them as partners in learning</p> <p>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</p> <p>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</p> <p>Carefully planned transition programs to support students moving into different stages of their schooling eg cohort meetings</p> <p>Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level</p> <p>Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group and other forums including cohort meetings. Students are also encouraged to speak with their teachers, Wellbeing Leader, Assistant Principal and Principal whenever they have any questions or concerns.</p> <p>All students are welcome to self-refer to any staff member, the Wellbeing Leader, Assistant Principal or 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</p> <p>Our approach to engagement is based on the Restorative Practices model to inspire, maintain and support student engagement and whole school wellbeing. This includes programs such as:</p> <ul style="list-style-type: none"> - Respectful Relationships - Explicit Social and Emotional Learning through Circle Time - Safe Schools 	<p>through explicit instruction, differentiation and targeted wellbeing support.</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Provide targeted learning experiences and supports such as: Literacy and Numeracy support programs, Maths challenge and Maths Competition, Participation in the Green Team</p>	<p>vulnerable due to complex individual circumstances</p> <p>Referring the student to:</p> <ul style="list-style-type: none"> - school-based wellbeing supports - Student Support Services <p>Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst</p> <p>Re-engagement programs such as Navigator</p> <p>Where necessary the school will support the student's family to engage by:</p> <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • with a disability • in Out of Home Care • with other complex needs that require ongoing support and monitoring. <p>RESOURCES</p> <p>Department's Policy and Advisory Library</p> <ul style="list-style-type: none"> • Student Support Groups • Individual Education Plans • Behaviour - Students • Behaviour Support Plans • Student Support Services <p>Other Department programs and services such as:</p> <ul style="list-style-type: none"> • Program for Students with Disabilities • Mental health toolkit • headspace • Navigator • LOOKOUT
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<p>Programs, incursions and excursions developed to address issue specific needs or behaviour.</p> <p>Other programs to promote positive behaviours and sense of inclusion: Buddy programs, peer support programs, whole-school celebrations and projects such as the school musical, Edible Garden and School Camping program</p> <p>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.</p>		
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Identifying students in need of support

Spensley Street Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Action Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Spensley Street 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
- engagement with families
- self-referrals or referrals from peers

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. At Spensley Street Primary School we expect high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.

We promote positive, non-discriminatory relationships among students, parents and carers, staff and the wider community. The School embraces the following rights and responsibilities for the students, staff, parents and carers:

Students' Rights and Responsibilities:

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> ● To be and to feel safe at school ● To be treated with respect and enjoy an environment free from bullying, harassment, violence, abuse, discrimination or intimidation (see SSPS Healthy Relationships: The School's Anti-Bullying Policy) ● To learn without disruption and play without interference ● To participate fully in their education ● To be supported in challenging situations ● To be spoken to, and listened to, with respect ● To express their ideas, feelings and concerns ● All students' property is to be treated with respect ● To participate in the school's decision-making process 	<ul style="list-style-type: none"> ● To ensure that their behaviour is safe for themselves and for others ● To ensure that their behaviour enables everyone to work and play without interference ● To display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community ● To participate fully in their educational program ● To work cooperatively and productively with students of all ages ● To respect school property and the property of others ● To contribute to the school's decision-making process (eg through Junior School Council, making suggestions to the classroom teacher, principal or other staff members or School Council) ● To come to school every day (except in exceptional circumstances) and participate fully in the school's educational program ● To comply with school policies ● To respect the right of others to learn.

Staff Rights and Responsibilities:

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> To work in a safe and secure environment. To be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation (refer to our Healthy Relationships Policy: The School's Anti-Bullying Policy). To be supported in challenging situations. To be informed, within privacy requirements, about matters relating to students that may impact on the teaching and learning for that student. To be encouraged and supported in their professional development and knowledge. 	<ul style="list-style-type: none"> To demonstrate the standards set by the Victorian Institute of Teaching. To know how students learn and to teach them effectively. To know the content they teach and know their students. To plan and assess for effective learning. To use a range of strategies to engage students in effective learning To create and maintain safe learning environments. To fairly, reasonably and consistently implement the Student Engagement and Wellbeing Policy and the Healthy Relationships Policy. To teach students to take responsibility for their own behaviour and make appropriate choices. To assist students to learn, to achieve success, and to develop self-esteem. To have high expectations for all students. To fulfil duty of care obligations. To fully understand and adhere to the Victorian Child Safety Standards To communicate and behave respectfully and positively with students, families and colleagues. To communicate information about student progress, behaviour and attendance to parents and carers.

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.

Behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Spensley Street Primary School's Bullying policy.

Shared Behaviour Expectations

Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)		
Demonstrate: <ul style="list-style-type: none"> preparedness to engage in and take full advantage of the school program effort to do their very best self-discipline to ensure a productive and cooperative learning environment team work 	<ul style="list-style-type: none"> Promote positive outcomes by valuing the importance of education and communicating with the school about their child's progress and learning needs Support their child in their preparedness for the school day and providing a supportive home environment Monitor their child's school involvement and progress and communicate with the school when necessary Be informed and supportive of school programs and actively participate in school event and/or parent groups 	The school: <ul style="list-style-type: none"> will comply with its duty of care and Child Safe Standards obligations be responsible for providing an educational environment that effectively engages all students. will provide an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance		
All students are expected to: <ul style="list-style-type: none"> attend and be punctual for all timetabled classes every day that the school is open to students be prepared to participate fully in lessons 	Parents/Carers are expected to: <ul style="list-style-type: none"> ensure that their child's enrolment details are correct ensure their child attends regularly and arrives on time arrange Before School care if child arrives before 8.45am and Aftercare if parent arrives after 3.45pm. 	In accordance with legislation released March 1, 2014 and DET procedures the school will: <ul style="list-style-type: none"> proactively promote regular attendance mark rolls accurately follow up on any unexplained absences promptly and consistently identify trends via data analysis

	<ul style="list-style-type: none"> advise the school as soon as possible when a child is absent. account for all student absences keep family holidays within scheduled school holidays support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> report attendance data in the school's Annual Report support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.
Behaviour		
<p>Students are expected to:</p> <ul style="list-style-type: none"> be thoughtful, respectful and caring of others never physically or verbally abuse others take responsibility for their behaviour and its impact on others carry out all reasonable requests of staff respect the rights of others to learn. No student has the right to negatively affect the learning of others. respect the property of others 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> have high expectations of their child's behaviour and an understanding of the school's behavioural expectations communicate with the school regarding their child's circumstances that may affect his or her behaviour at school cooperate with the school by assisting in the development and implementation of strategies to address individual needs 	<ul style="list-style-type: none"> The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child. The school will employ whole-school and classroom practices to create an environment where appropriate behaviour is the standard for all students. It will also focus on the implementation of preventative and early intervention strategies to deal with both attendance and behavioural issues. The school will consistently apply this policy and its Healthy Relationships Policy; The School's Anti-Bullying Policy through a shared understanding, and only exclude students in extreme circumstances. The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after a period of exclusion.

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

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.

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
<ul style="list-style-type: none"> Define and teach school-wide expectations for all. Establish whole school positive behaviour programs. Establish consistent school-wide processes to identify and 	<ul style="list-style-type: none"> Class SEL programs and Circle Time Be You SSPS Whole school approach to positive behaviour Regular and consistent identification, monitoring and

support students at risk of disengagement from learning.	support process carried out by classroom teachers, Area leaders and wellbeing team <ul style="list-style-type: none"> • Use of school and community resources where required
Stage 2: Responding to individual students exhibiting challenging behaviour	
<ul style="list-style-type: none"> • Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). • Develop Behaviour Support Plan/Safety Plan/Individual Education Plan (IEP). Should involve parent or carer. • Consider if any environmental changes need to be made. • Explicitly teach replacement behaviours • Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support • Establish a student support group (SSG) • Implement appropriate disciplinary measures that are proportionate to problem behaviours • Consider out-of-school behaviour management options such as Student Development Centres (if available) 	<ul style="list-style-type: none"> • Staff access the support of DET and/or refer families to health and medical professionals such as paediatricians, psychologists, occupational therapists and speech pathologists • Implement and monitor Behaviour Support Plan/Safety Plan/IEP in consultation with families • Meet students' needs by: <ul style="list-style-type: none"> ○ creating quiet spaces, independent work areas and places for retreat ○ providing flexible seating of different heights, cushions, weight blankets and fidget objects • Use positive behaviour resources and support and reinforce positive change in behaviour • DET agencies used for formal assessments as required • Refer families to external health and medical providers where necessary (e.g. paediatricians, psychologists, occupational therapists and speech pathologists) • Consequences for incidents of inappropriate behaviour to be administered as per SSPS behavioural expectations and consequences • Determine the appropriateness of alternative education setting resources in consultation with all members of the Support Team. Student Wellbeing Coordinator to lead this investigation.

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 Spensley Street 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.

Process for responding to breaches of behaviour expectations

Managing Unacceptable Behaviours at Spensley Street Primary School

Spensley Street Primary School uses a restorative practices approach to student behaviour and wellbeing. Restorative practices are the link between the way we support our students and the discipline procedures that are followed. Restorative practices are based on the belief that student wellbeing is integral to teaching and learning. Restorative practices are based on cooperation, collaboration and respectful dialogue.

The objective of restorative practices is to offer an opportunity for the wrongdoer to make amends and restore the relationship.

When unacceptable behaviours occur at Spensley Street, staff will follow these steps.

1. The student is reminded about acceptable/expected behaviour (may be non-verbal reminder).

2. The student is reminded of the class agreement/school expectations, followed by a natural consequence e.g. picking up rubbish dropped, time out from a game.
3. The student is removed from the immediate situation, to a restricted play area or to another part of the classroom/area.
4. The behaviour/action is discussed with the student who is expected to reflect (this may be written) on their behaviour and actions, to understand how the situation came about and how they can change their response in the future.
5. The student is asked to participate in a restorative chat/group conference with others involved/affected by the behaviour/action.
6. The student may be asked to provide a verbal or written apology that emphasises how amends can be made and the relationship can be restored.
7. The student may be moved temporarily to another class or to the care of a senior member of staff.
8. The student may be asked to complete a form of community service, e.g. walk with a yard duty teacher, pick up litter.
9. The student may be asked to stay in class for half of a recess or lunch break period.
10. The student and his/her family may be asked to repair or pay for damage to property or equipment.
11. The teacher discusses the student's behaviour with others, including the child's parents and carers. A behaviour plan and/or safety plan may be an outcome of this discussion.
12. The teacher arranges for the involvement of other people e.g. students involved in the incident or affected by the behaviour (wellbeing coordinator, principal, assistant principal). A behaviour plan may be an outcome of these discussions.
13. The teacher will complete a student incident form for serious incidents.
14. In an emergency situation, where there is danger or where the student's safety or another student's safety is at risk, restraint may be used, following DET procedures.
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>
15. If disruptive or dangerous behaviour continues, suspension procedures (including in-school suspension) may begin.
16. Expulsion may be implemented.

Suspension may be an outcome of behaviour where:

- a) a student behaves in a way that is dangerous (actual, perceived or threatened) to the health, safety or wellbeing of any person
- b) a student causes significant damage to or destruction of property
- c) a student commits, attempts to commit or is knowingly involved in, the theft of property
- d) a student possesses, uses, sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- e) a student fails to comply with any clear and reasonable instruction of a staff member and poses a danger (actual, perceived or threatened) to the health, safety or wellbeing of any person
- f) a student consistently engages in behaviour that vilifies, defames, degrades or humiliates another person
- g) a student consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Engaging with families

Spensley Street Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families

- including families in Student Support Groups, and developing individual plans for students.

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
- 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 & 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:

- Vision and Values Statement
- Healthy Relationships (anti-bullying) Policy
- Inclusion and Diversity Policy
- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Child Safety Responding and Reporting Obligations Policy and Procedures

Policy Renew and Approval

Spensley Street 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
- Student Online Case System (SOCS)

Spensley Street 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.

<i>Policy last reviewed</i>	<i>February 2023</i>
<i>Approved by</i>	<i>Principal</i>
<i>Next scheduled review date</i>	<i>February 2025</i>