

STUDENT WELLBEING AND ENGAGEMENT POLICY

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 Martha 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.

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POLICY

1. School profile

Social – Community Demographics

Mount Martha Primary School was established in 1982 and is in Glenisla Drive, Mount Martha in the Mornington Peninsula Shire, approximately 1 kilometre from South Beach on Port Phillip Bay. Most students that attend our school live locally and many tend to walk or ride their bike to school.



We currently have approximately 540 students enrolled from Prep to Grade 6. A very small percentage of students come from a background where English is not the main language spoken at home. There is a very small number of Koori and Torres Strait Islander students.

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

The destination schools for existing Year 6 students are Mornington, Dromana, Rosebud, Frankston and Mount Eliza Secondary Colleges and several local non-government schools e.g. Padua College, Toorak College, Balcombe Grammar and the Peninsula School.

Educational

Our Learning Program is based on the Victorian Curriculum. Teachers plan in Professional Learning Communities to provide an engaging and guaranteed learning program for all students.

Technological

All teaching staff are provided with a Department of Education (DET) laptop computer.

All classrooms have either a large screen TV or an Interactive White Board (IWB) and a collection of laptop computers. Students also have access to iPads at all Year levels.

All classes are timetabled each fortnight to participate in a Digital Technologies learning session with our Digital Technologies Specialist teacher.

Environmental –Grounds and Facilities

The school has excellent facilities with a large Gymnasium, Library, Art and Craft room, Artificial Turf oval, an Information and Communication Technologies (ICT) Centre, in addition to the 16 permanent brick classrooms and additional relocatable classrooms.

The amphitheatre, paved seating area, attractive grounds and gardens, adventure playgrounds, sand pit areas, oval area, basketball courts and gardens provide students with a wide choice of recreational activities.

2. School values, philosophy and vision

Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.

Mount Martha 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, collaboration and knowledge at every opportunity.

Our Statement of Values is available online [here](#).

The school is proactive in promoting high student engagement, attendance and positive behaviours through quality programs providing many opportunities for connection with others while developing interests, skills and attitudes.



Mount Martha Primary uses the Rights, Resilience and Respectful Relationships (RRRR) curriculum consistently across all year levels. A protective behaviours program is delivered annually in conjunction with the RRRR curriculum. Consent education is explicitly taught at all levels and Grade 5 and 6 participate in Body Education.

We recognise that relationships are crucial whether these are staff/student, student/student, parent/carer/teacher or parent/carer/child. Every teacher is a wellbeing teacher. High quality classroom teaching and learning is paramount, as is the partnership with parents and community.

3. Wellbeing and engagement strategies

Mount Martha Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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

At a whole school level, we have the following vibrant programs and/or activities to encourage our students to attend school, participate in a wide range of activities, develop positive personal and interpersonal skills, attitudes and behaviours and enjoy learning:

- Social Emotional Learning – Specialist Subject
- Rights, Resilience and Respectful Relationships– Social Emotional Learning Curriculum
- Protective behaviours program
- Use of conferencing tools such as Restorative Practise and Shared concern when supporting social learning with students.
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- high and consistent expectations of all staff, students and parents and carers are explicitly taught.
- 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
- we engage in School Wide Positive Behaviour Support with our staff and students, which includes programs such as:
 - Consistent acknowledgement of positive behaviours
 - Consistent language when correcting misbehaviours
 - Explicit teaching of school wide expectations and rules
 - SWPBS team
 - Reteach Room Protocols to reteach expected behaviours when needed.
 - Clear data collection to support decisions.
- Body Education (Year 5 & 6)
- Mindfulness
- Buddy Programs
- Jogging Club
- Sports; including interschool competitions in a range of sports
- Theme days e.g. Gold for Green Day, Book/Movie Character Day

- Celebration of learning weeks
- SRC - representatives from all Year levels
- Year 6 Student Leaders
- Student-led Conferences – these provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Opportunities for student inclusion with Lunchtime Activities - ICT lab, library, gardening and activity room are options for all students
- 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.

All staff utilise the following SWPBS practices in their classrooms and in all other areas of the school.

- Display the SWPBS School-wide and classroom procedures and routines matrix.
- Explicitly teach and practice classroom, and school wide expectations, procedures and routines (Eg lining up/transitioning/moving around the school) as outlined in our yearly scope and sequence.
- Acknowledge and positively reinforce expected student behaviours from the Behaviour Matrix across all areas regularly (positively reinforced) (>4 positives to 1 corrective).
- Utilise the school's tangible reinforcement system, Values Tickets, to acknowledge positive behaviours
- Utilise the Minor Behaviour Response Flowchart to discourage minor inappropriate behaviour whilst promoting the learning of appropriate replacement behaviours.
- Collect data on frequent minor behaviours in their classrooms which is analysed at least monthly to inform appropriate interventions.
- Explicitly teach the behaviour skills as identified from our big 5 data and provide pre-correction techniques for those students that require additional intervention.
- Ensure instruction and curriculum materials are matched to student ability
- Ensure Students experience high rates of academic success (> 75% correct).
- Ensure Transitions between instructional and non-instructional activities are efficient and orderly.
- Ensure Problem behaviours receive consistent consequences matched to the behaviour skill deficit.

Throughout the year the SEC (parents group) plays a significant role in providing activities that are fun for children, parents and staff, bringing the community together whilst contributing funds for playground resources.

Underpinning all the above, is a school council and staff dedicated to making every student's education as engaging as possible.

Targeted

Authentic opportunities for student leadership and student voice are provided through the Year 6 Leadership program and set the tone for a positive school culture where contribution to community is valued. All students can be leaders in some way. Some students may choose to share and develop their talents through various leadership groups.

In the early years our Prep Transition Program is designed to make the transition from the various preschools to our school as smooth as possible. In Term 3, future Preps are invited to a Storytime



session at school. Prior to their three transition mornings in November and December, current Preps and Peer Support leaders visit local preschools to make personal connections. Families are invited to an afternoon tea for connecting with one another as a new Prep community.

Each Year level provides a vibrant curriculum closely linked to an Inquiry topic. This helps to generate excitement and engagement with learning by providing authentic learning experiences linked with excursions, incursions, special events etc.

- 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...

Individual

To address more specific needs, we utilise:

- Student Support Groups
- The Mental Health in Primary Schools initiative
- Individual Education Plans
- Individual Behaviour Management Plans
- Learning Boost Intervention
- Social Skills and Friendship Intervention
- Student Play Leaders
- Peer Support
- Year 6 student and teacher Buddy/Mentor program
- Student Support Services (SSS) staff to provide additional expertise and support
- The Program for Students with Disabilities (PSD) funding to respond to and support the diverse needs of our students
- Disability inclusion profiles

4. Identifying students in need of support

Mount Martha 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 Martha Primary 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
- referral from staff or parents
- behaviour data
- social, emotional and academic Screeners

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.

All members of Mt Martha Primary School community have a right to:

Be treated with respect and dignity

Feel valued, safe and supported in a learning environment that encourages freedom of thought and expression

Fully participate in an environment free from discriminatory behaviour including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying (including cyber bullying), vilification, violence, intimidation, abuse and exclusion

All members of Mt Martha Primary School community have a responsibility to

Show respect for self, others and the environment

Demonstrate our School Values of Respect, Integrity, Collaboration and Knowledge

Adhere to our school's policies including the Anti Bullying Policy (which includes cyber bullying) and the Whole School Behaviour Plan

Behave in accordance with the *Equal Opportunity Act 1995, the **Charter of Human Rights and Responsibilities Act 2006, the ***Disability Discrimination Act 1992, Disability Standards for Education 2005, the Racial and Religious Tolerance ACT 2001 and the Education and Training Reform Act 2006.

*The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

**The Charter of Human Rights and Responsibilities Act 2006 outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

***Refer to the Disability Standards for Education 2005. The standards clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

All Students have the Right to	All Staff have the Right to	All Parents have the Right to
Feel safe, secure and happy at school Feel valued To learn and socialise without interference or intimidation in a safe and secure environment	To be treated with respect by students, other staff, parents/carers and community. To be valued and free to express opinions without prejudice/fear of reprisal To work in a safe and positive workplace	Expect that their children are in a safe, supportive environment where they are treated fairly and with respect Expect communication to be maintained between home and school

Expect a learning program that meets their individual needs To be treated with respect and in a fair and equitable manner free from harassment Be treated with respect and fairness as individuals Equality Expect property to be safe To work and play in a clean and tidy environment Have their talents highlighted Be involved in their education Express beliefs in an open environment	Teach without interference from disruptive behaviour Expect to be able to work in an atmosphere of order and cooperation Opportunity for Professional Development at all stages of career Equality Use discretion in the application of rules and consequences To expect property to be safe Expect support and trust from the school community To focus on teaching and learning as the main priority Have issues dealt with in a calm and fair manner	regarding children's progress Open communication with teachers and participation in their children's education including engagement, achievement, future learning needs, e.g., social, academic Be treated with respect and equality Be informed Be listened to and their concerns acted upon Expect a high standard of education at the school Access information about their child
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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.

6. Student behavioural expectations and management

Shared expectations

6. Student behavioural expectations

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

When a student acts in breach of the behaviour standards of our school community, Mount Martha Primary School will institute a staged response utilising our school behaviour response continuum, consistent with the Department's Student Engagement and Inclusion Guidelines. Where necessary, and after appropriate intervention has been implemented to support the student to develop the skills that they need to be successful at school, parents will be informed about the inappropriate behaviour and any additional consequences which may be utilised 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 have a voice and be involved in the decision making process.

Corrective measures that may be applied include:

- following the students individual behaviour plan, if the student already has one in place.
- re-directing/re-teaching a student if and when their behaviour is inappropriate
- teacher controlled logical consequences that are of an instructional nature and reasonable and proportionate to the observed behaviour
- referral to the Wellbeing Team/Assistant Principal
- restorative practices
- behaviour reviews
- Re-Teach Room attendance

Other consequences may include:

- Restricted area for play
- Notify parents as appropriate
- Referred to Principal/Assistant Principals
- Parent meeting
- Individual Behaviour Plan
- Detention
- Suspension*
- Expulsion*

Mt Martha Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and the appropriate behaviours for our school community. We have high expectations for our whole school community.

The values of Mt Martha Primary School are reflected in the following shared expectations and behaviours:

All members of the Mt Martha Primary School Community are expected to demonstrate our school values of Respect, Integrity, Collaboration and Knowledge.

Expectations - Staff

Engagement

All staff support the development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning. This includes providing Individual Education Plans for students with special needs, both behaviour and academic. Teachers encourage students, as they progress through the school, to take greater responsibility for their own learning and participation as members of the school community. To this end student led conferences are facilitated. Teachers get to know, listen to students and value their contribution and ask for input into the class environment and curriculum. They use a wide range of resources to engage students and make learning enjoyable. Parents are listened to and communicated with about their children's learning and behaviour.

SEE APPENDIX 8 - MMPS MATRIX OF EXPECTED BEHAVIOURS

To maintain our high expectations for engagement, Universal Tier 1 supports are implemented by embedding the DET Positive Classroom Management Strategies (PCMS) consistently across every classroom. This includes **Opportunities to Respond** (OTRs), encouraging high levels of engagement. Classroom environments structured to make assessment through **active supervision** easier for teachers. Staff actively plan levels of adjustment into lessons using the MMPS Lesson Structure. All teachers use consistent routines, for example "Whiteboard Routines" and our routines for. These universal routines are reinforced by a schoolwide system of **encouraging expected behaviour**—including Values Tickets and Positive Postcards—while the Minor Behaviour Flowchart ensures that any corrections are calm, brief, and immediate. Staff and students collaborate to create classroom-specific behaviour matrices to supplement our schoolwide SWPBS framework, explicitly teaching these behaviours and ensuring that these high-leverage practices remain a permanent, predictable fixture of our learning environment for all students.

Attendance

Staff monitor and encourage a high level of attendance and punctuality of students.

Behaviour

Staff model respectful behaviour to all members of the school community and support students to behave appropriately by implementing the school's Whole School Behaviour Plan and Anti Bullying policies.

Expectations - Student

Engagement

Students are expected to do their best to achieve, to participate fully in the school's educational program and to increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. They are to treat all teachers and classmates with dignity and respect and to be supportive of them. They participate positively, asking for help when needed.

Attendance

All students are expected to be at school every day, unless ill, and be on time and prepared for learning.

Behaviour

Students are expected to do their best, to work in a way that allows others to learn without interruption and to interact with others socially in a way that is inclusive. The Matrix of Expected Behaviours can be found as an appendix to this policy.

Expectations – Parents/Carers

Engagement

Parents/carers are expected to take an active interest in their children's learning, to clearly communicate their needs about their own children, to cooperate with requests from the school and promote positive educational outcomes.

Attendance

Parents are to ensure regular attendance and punctuality of their children at school except when their children are ill.



Behaviour

Parents are expected to support the school in maintaining a safe and respectful environment for all students, staff and parents/carers.

School actions and consequences

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 Mount Martha Primary 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.

A staged response for inappropriate behaviour, including irregular attendance, includes

An understanding of the student

Ensuring a clear understanding of expectations of both teachers and students

Providing consistent school environments

Scaffolding the student's learning program

Broader strategies may include:

Involving parents/carers

Involving student wellbeing coordinator/principal/assistant principals

Peer tutoring

Referral to Student Support Services

Convening student Support Group Meetings – the SSG is an important component of the staged response for student facing difficulty with engagement, attendance or behaviour. The SSG is comprised of parent, teacher and student (if appropriate) and may also include principal, assistant principal, student support teacher and Student Support Services personnel.

Developing individualised flexible learning, behaviour or attendance plans.

Whole School Wide Positive Behaviour Supports

Rationale

At Mt Martha Primary School, we believe we should provide a safe learning and social environment which meets the needs of all students and staff.

Aim

So that all students have the opportunity to achieve maximum learning and wellbeing goals it is necessary for everyone to understand their rights, responsibilities and expectations for behaviour, along with the supports that are or can be put into place to assist students to meet expectations. (See Behaviour Matrix appendix.)



School Wide Positive Behaviour Support (SWPBS) at Mount Martha Primary School is our whole-school approach to creating a safe, calm and inclusive learning environment where every child can thrive. We explicitly teach and positively reinforce our shared expectations—Be Safe, Be Kind, Be Proud and Be a Learner—so students know what success looks like in classrooms, the yard, online and on the way to and from school. Staff use consistent language and routines, celebrate positive choices, and provide predictable responses when problems arise. Decisions are guided by data, so we can spot patterns early and support students proactively, including tailored help when needed. Families are partners in this work: we share clear communication, invite feedback, and provide simple strategies so expectations are consistent between home and school.

At Mount Martha Primary School, SWPBS is not an add-on; it underpins our teaching, wellbeing and community culture. By building strong relationships, teaching social-emotional skills, and recognising positive behaviour every day, we maximise learning time and help students develop the resilience, empathy and responsibility they need to succeed—at school and beyond.

Mount Martha Primary School has committed to School Wide Positive Behaviour Support. (SWPBS). We identify students in need of support by:

- attendance records
- performance observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance
- engagement with families
- analysis of behaviour data and office referrals

Positive Behaviour Support is a framework for the implementation of evidence based interventions to achieve academically and behaviourally important outcomes for all students.

(Sugai, 2012)

SWPBS is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a problem solving orientation. SWPBS is a technology with four core, defining features:

Outcomes: Supporting social competence and academic achievement

Systems: Supporting staff behaviour

Data: Supporting decision-making

Practices: Supporting student behaviour

SWPBS:

- Aims to prevent challenging behaviours
- Reduce the incidence of new challenging behaviours
- Reduce the intensity of existing challenging behaviours
- Aims to teach students how to behave appropriately across different environments
- Is a whole school approach to creating engaging environments for all
- Is a team based approach which requires a high degree of commitment from school leaders and active involvement of all school members as well as the families
- Is a data driven approach
- SWPBS is based on evidence based practices



SWPBS uses a tiered intervention framework which invests in:

Primary prevention (tier 1):

School and classroom-wide systems for all students, staff and settings (approximately 80% of students)

Secondary prevention (tier 2):

Specialised group systems for students with at-risk behaviour (approximately 15% of students)

Tertiary prevention (tier 3): Specialised, individualised systems for students with high-risk behaviour (approximately 5% of students)

Successful implementation of SWPBS results in:

- Reduction in aggressive behaviour
- Improvement in academic area
- Improvement in school climate

Implementation

Throughout the year the Expected Behaviours Matrix is explicitly taught to all students. Specific classroom and year level expectations are established together with students and teachers, in the first 10 days of school, explicitly referred to and clearly displayed.

Schoolwide strategies are in place for recognising and reinforcing exemplary behaviour and children are to be made aware of these at the start of each year in their class.

Procedures are in place for students who have not followed the school expectations for behaviour. Minor behaviours, as outlined in the Appendix, are responded to at a classroom teacher level using the Minor Behaviour Flowchart (See Appendix).

Data is collected to track student behaviour.

The Re-Teach room is an opportunity for students that have been identified as needing further support to receive explicit instruction in behaviour. (See Appendix)

Corporal punishment of students is prohibited at Mount Martha Primary School.

The DEECD Student Support Services (SSS) may be employed to support individual students who require greater assistance with positive behaviour.

Some students may have an Individual Behaviour Plan established at a Student Support Group Meeting involving parents and school staff and/or Student Support Services staff.

The following strategies will be implemented at the discretion of the school:

Reminders about Student Code of Behaviour.

Other consequences that match misbehaviour could include but are not limited to:

- Loss of privileges such as reduced play, participation in excursions and camps
- Restricted areas of play
- Detention for serious or repeated misbehaviour
- Three sessions of Time Out in a term results in a detention after school.
- Detention* conducted after school for 30 minutes with at least 24 hours notice to parents.
- A second detention automatically includes a parent conference, however a parent conference may occur at any time prior to this.
- Suspension**
- Expulsion**

* If an after school detention is not managed or supported by parents then the student has two half hour lunchtime detentions instead.

**The school has the right to use suspension where the safety of other students or staff is at risk or where the behaviour of the student is unacceptable and he/she does not change his/her behaviour. Suspension will be enacted in accordance with the guidelines provided by the DEECD.

*Bullying is seen as a serious breach of the Student Code of Behaviour and will not be tolerated in any form.

*The Code acknowledges the Racial and Religious Tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

7. Engaging with families

Mount Martha Primary 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.

8. Evaluation

Mount Martha Primary School will collect a broad range of social/emotional, behavioural and academic data to identify patterns and trends of the types of wellbeing and engagement issues that are experienced by our students. The wellbeing team will utilise our problem solving framework to identify the systems we need to put in place to support staff and the practices staff will utilise to support our students. This support may include all students, cohorts of students or individuals as required. The ongoing collection of data will also enable us to check if what we are doing is working and leading to the outcomes that we want.

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

- attitude to School (AtoSS) student survey data
- big 5 behaviour data (behaviour, student, location, time, frequency)
- all data from our annual assessment schedule
- parent and staff opinion surveys
- attendance
- CASES21
- SOCS

Mt Martha Primary School will regularly monitor available data 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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

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

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

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)
- [Vision and Mission Statement](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	[insert date]
Consultation	Wellbeing Team – 4/3/26 Students – 16/2/2025 Staff – 20/5/25 and 3/2/26 School Council -
Approved by	Principal
Next scheduled review date	[insert date – note that the mandatory review cycle for this policy is 2 years]

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Further information and resources

[Child Safety Policy](#)

Anti-Bullying Policy

Review cycle

This policy was ratified by school council on 13th December 2012.

Appendix 1: Student Code of Behaviour

The Student Code of Behaviour is based on our school values of:

- Integrity
- Respect
- Collaboration
- Knowledge

We should treat others, as we would want to be treated.

As students of Mt Martha Primary School:

- We have rights
- We have responsibilities and expectations
- We have consequences for wrong behaviour

Rights	Responsibilities and expectations	Consequences when expectations are not followed include:
To feel safe at school.	To be respectful and to learn and follow our school's expectations for behaviour, especially the way we move throughout the school and the way we treat other people. To follow all lawful instructions of staff and show integrity.	1. Non-Verbal Prompts 2. Verbal Prompts/Re-Direct 3. Reteach of Expectations 4. Directed Choice 5. Office Referral
To learn without interference from others.	To be respectful to peers and teachers, attend class on time, be prepared to learn and behave in a way that allows others to learn best.	Logical consequences may include Put your things in order, e.g., clean up the classroom or yard Restore the property of others Restricted areas of play Referred to Principal or Assistant Principal Parent meeting Detention Suspension Expulsion
To be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and resolve differences in a peaceful manner. To follow teachers' instructions.	
To expect one's property and school property to be safe.	To show respect to take care of one's own property as well showing integrity to take care of the property of others.	
To work and play in a clean and tidy environment.	To take care of school buildings, grounds and equipment.	

Playtime and Before and After School Rules Include:

- Playing fairly and following rules of a game
- No tackling
- Play ball games on oval area and basketball courts only
- No wrappers are to be taken into the yard
- Stay in your eating area until food is finished
- Observe the roster for the oval and basketball courts
- Play in your year level's adventure playground
- Students are only permitted to go inside at recesses and lunchtimes if supervised by a staff member.

Appendix 2: Minor Behaviour Definitions

MMPS Minor Behaviours and their definitions

Name Calling	One-off name calling/disrespect
Excluding	One-off purposeful exclusion of peers or encouraging others to exclude.
Defiance	Refusing to begin, continue working on or complete assigned learning tasks, or follow staff instructions first time.
Uniform Violation	Student out of uniform according to the Student Dress Code Policy .
Throwing Items	Throwing items in the learning space in an unsafe manner.
Hat Violation	Student outdoors in a play area from September 1st to April 30th without a wide brim sun smart hat.
Inappropriate Language (Indirect)	Swearing, obscene or rude language used in general conversation (not directed at a person) or under their breath.
Disrespect	Speaking or acting disrespectfully towards or around staff, peers or in the community. Including 'one off: Name calling, spreading rumours, mimicking or encouraging others to socially exclude another student.
Late to class	Arriving at class (low frequency) late at start of day or after the second bell has rung or after a reasonable transition time between periods and/or specialists. Refer to leadership if frequency increases in intensity after restorative conversation and expectations are clear.
Physical Contact	Rough play which includes pushing, shoving and wrestling <i>without intent to harm.</i>
Disruption	Calling out, playing music, banging objects, leaving their seat, speaking to others and/or interrupting a staff member who is speaking/teaching.
Inappropriate use of school technology	Using a netbook or school tablet without permission or playing computer games, accessing social media, texting or communicating with others on a laptop or ipad.
Misuse of equipment	Not using equipment or furniture for its intended purpose including using balls in class, throwing objects.

Minor Property Damage/Theft	Scratching or writing on tables, furniture or other students property, snapping pencils, or other school items. Taking other students equipment for use (with intention to return it) without asking.
Leaving the learning space (within sight of a teacher)	Leaving a learning space without permission and a note, but staying within sight of a classroom teacher.
Lying/Cheating	Not telling the truth (if proven factual) or taking responsibility for your actions. Copying others work or claiming others work/ideas as your own (plagiarism).
Work rushed or incomplete	Rushing through task or not finishing task in given time.

Appendix 3: Time Out Room

Purpose

The **Time Out** facility is used in conjunction with other **behaviour management** strategies and programs and is used to **model and teach appropriate behaviour**. Its focus is on **restoring positive behaviour rather than punishment**. We want to ensure that the school is a safe place for **everyone**. It provides a place, a time out, for a child who has displayed a major behaviour that is unacceptable (see Student Code of Conduct 4.7) or unsafe for others in our school. It is not intended as a place for completing work or homework.

Who should be there?

Children exhibiting unacceptable major behaviours, eg, bullying, verbal abuse, teasing, violence such as rock throwing, pushing off equipment, kicking, refusal to follow teacher's lawful instruction, lying.

If Time Out is given for classroom behaviour the class teacher records the incident on Compass for the Time Out teacher to read and understand. The Teacher will ensure that the student has gone to the Time Out Space.

Who will supervise?

Rostered staff as per the Recess supervision timetable.

Where?

Front Office Area

When?

1:00-1:30

How will it benefit the child, the school?

All children and staff should feel safe in the school environment.

The child reflects on their actions, their feelings that lead to the actions, the school rules and expectations that were broken, what school values they were not displaying and they set a goal so that this type of incident does not happen again.

Children will know there are consequences for actions.

What will the children do there?

Complete **Thinking About My Behaviour (TAMB) form**. Younger children can draw and teacher can write their thoughts.

For some children with ongoing behaviour issues it may be a place to reflect on positive behaviour prior to going to play. In other words, they plan where, what, how and with whom they will play. (Bill Rogers' influence).

Reteaching of expectations and review of the Behaviour Matrix will be used. Explicit replacement behaviours will be taught.

What do the supervising teachers do?

Interact with the children, talking them through the incident/s and how they can make more positive choices in the future. Discuss emotions and responses that Big Emotions led to. Focus on taking responsibility for their behaviour and replacement behaviours by setting a goal for themselves.

The TAMB is completed. The original TAMB is placed in an envelope and given to the class teacher who ensures that the child takes it home to discuss with his/her parents/carers.

What happens next?

The child brings the TAMB parent slip (signed) back to school the next day and gives it to his/her class teacher who keeps it in the child's individual file. If the TAMB is not returned within 48 hours the teacher will contact the parent/carers by phone.

At the end of the year these records (TAMB forms) are to be shredded.

Who Oversees Time Out?

Assistant Principal/Wellbeing Coordinator they will record the details of time out within the student's chronicle.

Appendix 4: Mount Martha Primary School Time Out Form

Junior Form -

Student name _____ Date _____

Reporting Teacher _____ Reflection Teacher _____

KNOWLEDGE



INTEGRITY



COLLABORATION



RESPECT



Think back to what happened. What did I do?

What rule was broken?

KNOWLEDGE

INTEGRITY

COLLABORATION

RESPECT



What was I feeling?

I was feeling _____ when _____



What two things can you do to fix things up - Make it better?
How can a teacher help?



Set a goal so it doesn't happen again.

I can _____



Senior Form –

Student name _____ Date _____
Reporting Teacher _____ Reflection Teacher _____

Think back to what happened. What did I do?

What rule was broken?

KNOWLEDGE **INTEGRITY** **COLLABORATION** **RESPECT**

What is my side of the story? What was I feeling?

What two things can you do to fix things up – Make it better?
How can a teacher help?

First I will

Then I can

Set a goal so it doesn't happen again.

I can



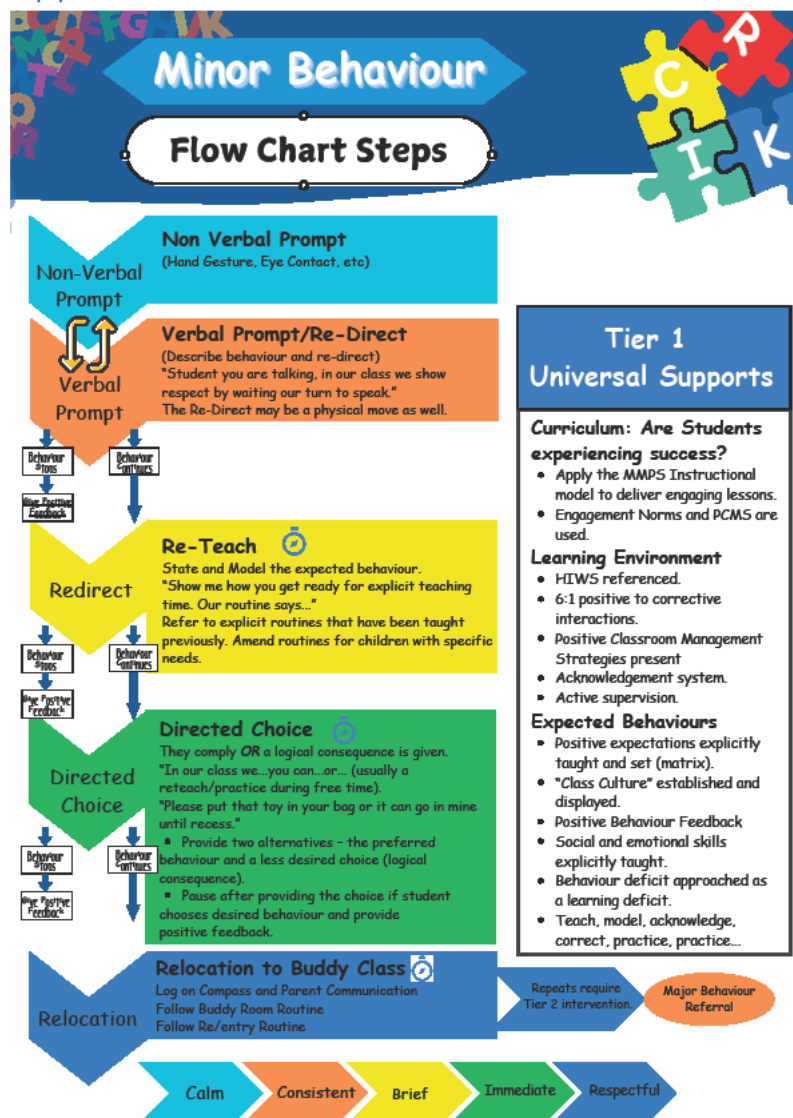
Appendix 5: Suspensions and Expulsions

Please click on the following links to find detailed information about these areas of school operations from the DEECD website.

[Suspensions](#)

[Expulsions](#)

Appendix 6: Minor Behaviour Flow Chart



Appendix 7: Re-Teach Room

Mount Martha Primary School

Reteach Room (RTR) Protocols

We teach behaviour, reteach when data shows a gap, check progress, and teach again—aligned to our Behaviour Matrix and SWPBS.

Why we have a Reteach Room

- Behaviour is taught. We teach, reteach and practise expectations, use data to guide next steps, and teach again.
- Behaviour needs are learning needs. We address them with the same precision as academics.
- The RTR is a Tier 1/Tier 2 teaching response aligned to our Behaviour Matrix and SWPBS framework.

Scope and alignment

- Expectations: Be Safe, Be Kind, Be Proud, Be a Learner.
- Behaviour Matrix: RTR lessons explicitly reference the matrix for each setting.
- Tiered supports: RTR is part of our continuum—Tier 1 first, all lessons taught in the reteach room are revision for students meaning that they have been explicitly taught the content in their class or another setting. Then Tier 2 - targeted reteaching when data indicates.

Data-driven referral

- Data source: Compass Minor Behaviour data for the previous 7 days.
- Cycle: Data downloaded each Thursday afternoon by the SWPBS data analyst; student names emailed to teachers Thursday evening.
- Automatic referral: 3-4+ incidents of the same minor behaviour in 7 days (hat violations: 2–3 based on context).
- Teacher-initiated referral option: If criteria aren't met but reteaching is warranted, classroom teacher emails the RTR teacher with the behaviour focus, linked to the behaviour matrix, and setting.

Schedule and rooms

- P–2: 1:00-1:30 Junior SEL Room.
- Years 3–6: 1:00-1:30 Senior (Extra Melrose) Classroom.
- Two rooms/teachers operate concurrently.

Roles and responsibilities

- Classroom teacher:
 - Walk students to the RTR and check them in.
 - Ensure behaviour focus in reteach room has been previously taught and Tier 1 practices are in place.
- RTR teacher:
 - Facilitate lesson aligned to the Behaviour Matrix and the specific minor behaviour.
 - Use common lesson plan: Learning Intention, Model, Practise, Feedback, Goal.
 - Log Reflection Sheet on Compass; send home Chronicle template letter with focus and goal.
 - Yard duty: Thursday (prep/data follow-up) and Friday.
- SWPBS team:
 - Maintain lesson bank for minor behaviours (each with its own Learning Intention).
 - Train multiple staff to download/analyse data; monitor fidelity and equity.

Follow-up and monitoring

- Check-in/Goal setting: Any student that has visited the reteach room in the previous 7 days receives a brief morning check-in before 9:15 for one week to review the goal and set them up for success.
- Progress review: SWPBS data analyst scans Compass weekly to see if the target behaviour decreases.
- Three times, same reason, same term: initiate a meeting with student, classroom teacher, parent/carer (Behaviour Team rep on request). Use the agreed minutes template and script.

Communication

- Staff: Thursday email lists students scheduled for RTR; teachers confirm attendance.
- Families: Post-session Compass Chronicle includes the focus, the student's goal, and how families can support practice at home.

Consistency and coverage

- Tier 1 first: RTR complements, not replaces, classroom teaching, active supervision and positive acknowledgement.
- Routines protect learning time: we reteach proactively after breaks and when data shows a spike.
- Equity: adjust instruction and examples so all students can access success.
- A Reteach room visit is not to be the only form of intervention.

Staffing contingency

- The RTR is never cancelled. If a RTR teacher is absent, a Tier 1 SWPBS team member is released from yard duty to run the session. Lessons are pre-planned. If needed, an admin staff member facilitates. The Assistant Principal coordinates cover.