



Child Safe - Student Wellbeing & Engagement Policy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Sherbourne PS on 9434 7142 so that an interpreter can be booked.

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

Sherbourne PS is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

CONTENTS

- School profile
- School values, philosophy and vision
- Wellbeing and engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations and management
- Engaging with families
- Evaluation

POLICY

● School profile

Sherbourne Primary School is located approximately 19 km's north of the Melbourne CBD in the suburb of Briar Hill. The school was first established in 1972. It is situated in a quiet, treed residential area.

We have 74 students enrolled from Foundation (Prep) to Year 6 and 16 school staff members including a Principal. Our school boasts attractive indoor and outdoor learning spaces, including turfed oval and basketball courts, large deck areas, a gym, a junior and senior playground, surrounded by beautiful trees and garden and vegetable beds.

A strong partnership exists between parents and staff, with high levels of parent participation through school council, classroom helpers, camps & excursions, student-led progress meetings and fundraising and social activities.

Sherbourne Primary School is a well-resourced learning environment. Our highly motivated and professional staff members provide a quality education that fosters a love of learning built on respectful relationships of communication and teamwork, with a focus on the development of the whole child – physical, social, emotional and academic.

Our school values are the basis for all we do and how we treat each other. Restorative practices are employed to promote and maintain healthy productive working relationships and effective behaviour management.

Students take a leading role both in the school and in their education – they are acknowledged as a meaningful member of a three way partnership with staff and parents working collaboratively towards successful and effective teaching and learning

● School values, philosophy and vision

Sherbourne 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, responsibility, teamwork and learning.

VISION:

Our school is committed to creating a community where all students feel accepted, respected and encouraged to reach their full potential, and are empowered to embrace learning, and strengthen their emotional, social and physical wellbeing.

Mission:

At Sherbourne our mission is to provide a positive learning environment by:

- Engaging learners in motivating and challenging programs that are fun and enjoyable
- Ensuring our children are safe and happy
- Operating within a spirit of teamwork, collaboration and in partnership with the community

- Delivering quality, well planned and evaluated learning
- Maximising the opportunities for all individuals to achieve and succeed
- Fostering tolerance, respect and acceptance of others

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Objective

Sherbourne Primary School's objective is to enable all students to be literate, numerate and curious with a love of learning and the skills to pursue this. We aim to develop articulate, collaborative and compassionate community members who care about the environment and each other.

Values

Sherbourne Primary School's values are Respect, Responsibility, Teamwork and Learning. To implement these values, we:

- respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us
- take responsibility for our actions, our learning and our environment
- value others' ideas and opinions, working successfully with each other to achieve our goals
- strive for excellence in our learning, which means trying our hardest and doing our best

● **Wellbeing and engagement strategies**

Sherbourne 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
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- deliver a broad curriculum to ensure that students are able to experience subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Sherbourne Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Sherbourne 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 to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group and class meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and buddy programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour e.g. Brainstorm Productions – Bullying and cyber bullying prevention, Alpha shows – values focused productions
- buddy programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

Targeted

- each class has a class teacher and a Team leader responsible for their cohort, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- 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

Sherbourne Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as 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

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 Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring

For further information, please refer to the following on the DET website

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

Other Department programs and services are available such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

- **Identifying students in need of support**

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

- **Student rights and responsibilities**

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, 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.

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.

Further information about raising a complaint or concern is available in our Complaints Policy

● **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Sherbourne Primary School's Bullying policy and Student code of conduct.

Violence, Bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Sherbourne 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

Disciplinary measures that may be applied include:

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

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

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

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

The Principal of Sherbourne PS 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.

● **Engaging with families**

Sherbourne PS 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 and Compass portal
- 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

● **Evaluation**

Sherbourne PS 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 and;
- SOCS

Sherbourne PS 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 and parent portal, Compass
- Included in induction processes
- Included in our staff information on Shared Drive
- Discussed in an annual staff briefing/meeting
- Discussed in meetings as needed
- 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:

1. [Suspension process](#)
2. [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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	<ul style="list-style-type: none">● Mental Health & Wellbeing Leader● School community [May 2027]● School Council [May 2027]
Approved by	Principal 22-5-2026
Next scheduled review date	May 2028



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