



STUDENT WELLBEING & 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.

Keysborough Gardens 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 community 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

Keysborough Gardens Primary School is a new school established in 2020 and is located on a 2.2 hectare site in Keysborough South, approximately 27 kilometres south-east of Melbourne and 7km inland from Port Philip Bay.

The school officially opened its doors on the 28th January 2020 with an enrolment of 166 students and finished the year with an enrolment of 178 students. The KGPS community is culturally diverse with approximately 75% of families with a language background other than English.

The school's vision is to ensure every student is equipped with the knowledge, skills and capabilities necessary to thrive in a rapidly changing and globally connected world.

Keysborough Gardens Primary School's mission is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at our



school.

We aim to develop lifelong learners who care for themselves, others and the community around them, and actively contribute to a more sustainable and peaceful world.

The Core Values of Kindness, Empathy, Gratitude, Respect and Excellence; are integral to daily life at Keysborough Gardens PS.

The main 2 storey school building is designed with flexible learning spaces which include explicit instruction 'glassed' rooms, collaboration spaces, presentation spaces, an outdoor learning terrace, quiet reading or small group nooks as well as science and creative activity zones. The school also has a Performing Arts and Physical Education building which includes a full-sized sports stadium, a Performing Arts facility, school canteen, toilets and staff offices. This building also houses the Before & After School Care program.

The grounds include sports courts, outdoor learning areas, an amphitheatre, a grassed playing field and a central plaza. Requiring further development, the grounds will be completed during the first 2 years of the school's existence. This development began in 2020 with the addition of a playground and sandpit, with future projects detailed in the 'Principal's Reflections on 2020' paper which can be found on our website.

The school class structure adapts with enrolment growth. Initially it is anticipated that a multi-age approach will provide the personalised learning programs within groups from years 1 to 6, with exact groupings dependent upon enrolments.

The Specialist programs are provided in Physical Education, Performing Arts and Visual Arts. Students also learn an additional language, Chinese Mandarin.

The staffing profile has been built upon the principles of a highly effective Professional Learning Community, recruiting educators with a range of teaching experience, backgrounds, and expertise.

Leaders and teachers at Keysborough Gardens Primary School demonstrate a passion for and strong commitment to inquiry-based pedagogy, grounded in evidence, informed by on-going assessment, and driven by individual student learning data.

They will demonstrate a strong passion for collaborative planning and teaching within the state-of-the-art flexible learning spaces. They will thrive on a culture of collective efficacy and collaboration and have a positive mindset. They will enjoy the challenges that will come with being part of a new school and appreciate their vital role in overall school improvement.

The flexible design of all learning spaces facilitates a strong co-teaching pedagogy, where teachers collaboratively plan and teach a program tailored to the range of abilities and learning styles within the learning community (Year level).

Leaders and Teachers at Keysborough Gardens Primary School will also be dedicated to the social, emotional as well as academic growth of every student. Underpinning everything they do will be an ability to remain focussed on student learning growth as well as their own growth as high-quality teachers.

Education Support staff will also be integral to the success of the school in many varied ways, in both administration and within the learning spaces.



In 2021 the school became an IB Candidate school and hopes to be an accredited PYP school by 2023.

A Learning Enhancement program is designed to support students to reach their learning potential, supporting students identified as being at risk, and those requiring extension.

Extracurricular enrichment activities provide opportunities for students to be involved in a school band, a school choir and instrumental music tuition, with a variety of extra-curricular enrichment programs and lunchtime clubs also offered over the year.

2. School values, philosophy and vision

Keysborough Gardens Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of **Kindness, Empathy, Gratitude, Respect and Excellence** at every opportunity.

Our school's **vision** is to ensure every student is equipped with the knowledge, skills, and capabilities necessary to thrive in a rapidly changing and globally connected world.

3. Engagement strategies

Keysborough Gardens Primary School has implemented 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

Keysborough Gardens Primary School develops *Essential Agreements* at each year level and as a whole school to ensure that the learning, safety, and rights of all are respected. **Shared Expectations** are clearly articulated, not only around behaviour and attendance, but also around relationship building, participation, the physical environment, curriculum, the use of resources, provisions of support, and partnerships. Our shared expectations are negotiated collaboratively, with a focus on positive and pro-social behaviours. They are consistent, fair and reasonable, and linked to appropriate actions and consequences.

Keysborough Gardens Primary School has a clear set of expectations and consequences to support positive behaviours and interactions with all members of our school community. School leadership and staff promote a culture of respect, fairness, and equality, and foster respectful relationships. The school environment is inclusive and empowering. We value the positive contributions of students and look to create a sense of belonging and connectedness that is conducive to positive behaviours and effective engagement in learning. There are multiple ways for students to take responsibility and be involved in decision making.



Whole of School universal strategies include:

- Creating and maintaining a culture that is inclusive, engaging and supportive inclusive teaching practices.
- Developing positive parental/carer collaborative partnerships, for example the Parents as Classroom Support (PaCS) program initiated in 2021 that focuses on upskilling parents/carers to enable them to contribute in unique ways by supporting learning in the classroom as well as home, consistent with the strategies used in the school.
- Community partnerships which engage families and the community in ways that support student achievement and success.
- Supporting families to access student services.
- Development and provision of an appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying. The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

The school is committed to the use of restorative practices with students.

Restorative practices:

- Are implemented across the school
- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness.
- 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.
- Are concerned with establishing or re-establishing relationships in which each person's rights to dignity, concern and respect are satisfied.

Zones of Regulation

Keysborough Gardens Primary School uses the Zones of Regulation to teach and support students' social and emotional.

The [Zones of Regulation framework and curriculum](#) (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse



learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

Diversity in the school community

Keysborough Gardens Primary School commits to implementing the following elements:

- A school culture that reflects care, concern and respect for others and celebrates diversity.
- Relationships within the school community which foster access and participation, reciprocal support and shared directions and purposes.
- School organisation, which is flexible, allows for various student groupings, and provides time and space for teachers to work and plan together and support one another.
- Maintaining a highly skilled, motivated and energetic workforce who are able to meet the needs of a diverse school community.
- A comprehensive curriculum framed by the Victorian Curriculum and the International Baccalaureate Primary Years Program (PYP), that engages all students at a level appropriate to their knowledge, skill and ability, across a full range of learning experiences, while maintaining high expectations for all students.
- Assessment, monitoring and reporting that are integrated into learning and teaching and are inclusive of all students and their families.

Expectations of Students

Keysborough Gardens Primary School teach and reinforce 'Expected Behaviours' in the classrooms and playground in the school.

Classroom expectations include:

- Positive participation in all school activities.
- Always following instructions from teachers.
- Regularly attend standard school hours (Absences must be notified via Compass.)
- Students may not leave the school without a responsible adult accompanying.
- Treating others with respect and dignity in line with school values.
- Always using respectful and appropriate language (no "put downs", teasing).
- Being proactive in asking for help/seeking clarification.
- Taking off our hats when we come inside.
- Walking inside and around the buildings.
- Wearing our full school uniform with covered toe shoes.
- No chewing gum or bubble gum at school.
- Mobile phones or unauthorised electronic devices are not permitted to be used at school during school hours. They must be handed to class teacher before the start of school and locked in secure cabinet until the end of the school day. This is as per our [Mobile Phone – Student Use Policy](#).
- Dangerous objects that could frighten or injure are not to come to school.
- Expensive toys, games should not come to school.
- Valuing school resources.
- Supporting classmates/teachers' contributions and efforts in all activities.
- Using ICT appropriately and for the purpose intended.
- When on excursions, normal school rules apply, and road safety rules must be always adhered to.
- Respecting and maintaining theirs and others' working areas.



Playground expectations include:

- Remaining within the school grounds unless under the supervision of a teacher or parent.
- Playing safely in the school grounds:
 - Keeping away from garden beds
 - Tackling and rough behaviour is not permitted.
 - Ball games are to be played away from buildings – cricket to be played with a tennis ball only.
 - Walking only around play equipment.
 - Wearing a hat when outside according to the SunSmart Policy.
 - Remaining in designated areas when eating, taking rubbish home as per take in-take out policy.
 - Not entering the buildings without a green permission card.
 -

Expectations of School Staff (teachers, Education Support Officers, maintenance) include:

- Welcoming all parents/carers and being responsive to them as partners in learning.
- Participating and engaging as active members of our Professional Learning Communities (PLCs).
- Creating engaging lessons using an inquiry-based approach that encompasses the philosophy and the instructional model that aligns with the Primary Years Program (PYP).
- Maximising use of the flexible teaching spaces.
- Providing enjoyable, inclusive classrooms.
- Building and maintaining trusting relationships.
- Placing significant emphasis on the development and recognition of positive behaviours.
- Asking for and using students' input into curriculum and class environments.
- Listening to students and valuing their contributions.
- Understanding and caring for students.
- Listening to parents' insights into their children's learning.
- Providing a wide range of resources to engage learners.
- Identifying, understanding and responding to the individual needs of students using a collective approach amongst staff.
- Equipping students with the resources required to conduct an effective teaching and learning program.
- Encouraging participation of parents and wider school community members.
- Establishing an inclusive curriculum that considers the needs of all members of the school community.
- Maintaining an up-to-date database of student behaviour using the school's Learning Management System.
- Assisting parents to partner in the development of their children's behavioural performance.
- Providing leadership, not only to students but to other staff and community members.
- 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.
- Using the agreed 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.
- Adopting 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.



- Incorporating our school values and philosophy into our curriculum and ensure that they are promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community.

Expectations of Parents / Carers include:

Schools and families are the two most powerful determinants on children's developmental and academic outcomes. Thus, it is critical that schools and families work together, in a partnership where each partner is seen as making unique but equally valuable contributions to a child's learning and experience of school.

- Supporting their children's education.
- Cooperating with school requests.
- Ensuring their children attend school regularly.
- Communicating clearly and respectfully with the school regarding their children's needs.
- Listening to teachers' insights into their children's learning.
- Reading and responding appropriately to school communications.
- Recording student absences via Compass.
- Consider participating in the opportunities provided by the school to get involved as a part of the school community, for example, the Parents as Classroom Support (PaCS) Program which provides training for parents to learn strategies to support student learning.

Targeted

A universal approach to wellbeing means that all children in the school will have access to wellbeing support and interventions. A targeted approach is necessary for students who may need more frequent and more intensive support to ensure their engagement and wellbeing is being addressed at their level of need.

- The Leading Teacher will oversee the programs of support for engagement and wellbeing. This includes academic support and extension, as well as social and emotional support
- Each year level has a leader responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- All Koorie students are connected with a Koorie Engagement Support Officer
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan, and will be referred to Student Support Services for an Educational Needs Assessment.
- All students assessed to be 12 months or more behind expected academic year level will be provided an Individual Learning Improvement Plan and provided extra support through the Learning Enhancement Program
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.

Individual

As part of the individual support provided to students, Keysborough Gardens Primary School utilises the resources available from the Department's Policy and Advisory Library, that relate to individual support. These include:



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

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

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

Keysborough Gardens 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, including the Student Welfare Coordinator
 - 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 [Child First](#)

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

Students with disabilities

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



As Keysborough Gardens Primary School is a DET approved education provider, we make 'reasonable adjustments' to accommodate students with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while considering the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should consider information about:

- The nature of the student's disability.
- Their preferred adjustment.
- Any adjustments that have been provided previously.
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people. We ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

4. Identifying students in need of support

Keysborough Gardens 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 identify students in need of support and enhance student wellbeing. Keysborough Gardens 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 – a comprehensive assessment schedule that includes screening tool and progress monitoring assessments to ensure that all children's academic and social development is assessed and monitored with the intention of providing the right level of support.
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- Attendance, detention, and suspension data.
- Engagement with families.
- Self-referrals or referrals from peers.

5. Student rights and responsibilities

Keysborough Gardens Primary School is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families, and staff. Our school's Statement of Values highlights the rights and responsibilities of members of our community. We aim to provide clear, positive, and fair processes that encourage open communication between our school and community members.



Rights and Responsibilities of Students

- Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment. Keysborough Gardens Primary community is committed to creating a safe, inclusive and caring environment for all.
- The expectations of students attendance and behavioural create an environment that encourages them to demonstrate integrity and respect and provides a climate where students treat others with respect.
- Keysborough Gardens Primary School's values of Kindness, Empathy, Gratitude, Respect and Excellence support the rights of our students.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they can fully develop their talents, interests and ambition.• Participate fully in the school's educational program.• Be treated with respect and fairness.• Express themselves and be listened to.• Learn and play in an inviting, sociable and positive environment.	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students.• Take greater responsibility with encouragement and support for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.• Participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and all other members of the school community.• Comply with and model school values and codes of conduct, including the Zones of Regulation.• Respect themselves, other members of the community and the school environment.



Rights and Responsibilities of Parents/carer

Rights	Responsibilities
<ul style="list-style-type: none">Parents/carers have a right to expect that their children will be educated in a safe and secure and safe environment in which care, courtesy and respect for the rights of others are encouraged.Parents/carers have the right to have any concerns communicated respectfully with the school.	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none">Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.Ensure their child's regular attendance in line with DET requirements (Education and Training Act Reform 2006)Engage in regular and constructive communication with school staff regarding their child's learning.Support the school in maintaining a safe and respectful learning environment for all students.Work in partnership with all members of the school community.Treat all school leaders, staff, students and other members of the school community with respect.Approach any situation in a spirit of cooperation, understanding and genuine partnership.Model positive behaviour and the school values to our children.Adhere to the school's Community Code of Conduct.

Rights and Responsibilities of School Staff

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none">Expect that they will be able to teach in an orderly and cooperative environment.Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program.Be supported by the school to assist with the set up of any individual programs.Access regular or, when required, specific professional development.	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none">Model positive behaviour to students consistent with the standards of our profession.Know how students learn and how to teach them effectively.Know the content they teach.Know their students.Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.Plan and assess for effective learning.Create and maintain safe and challenging learning environments.Treat all members of the school community with respect in line with school values and philosophy.



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.

6. Student behavioural expectations and management

School Actions and Consequences

The social, emotional and physical wellbeing of our students is pivotal to their success at school, and into their future lives. Students who are happy, healthy, and resilient are better able to deal positively with life's challenges and are well placed to develop into well-balanced and successful young adults. Supporting students by providing every opportunity to build and enhance their social and emotional wellbeing is an important aspect of teaching duties for all staff.

Keysborough Gardens Primary School's actions and consequences section of the School Engagement Policy is framed in a positive way. This encourages students to accept responsibility for their actions, and to fully participate in their educational experiences.

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school and classroom practices, including:

- Establishing predictable, fair, and democratic classrooms and school environments.
- Ensuring student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs where appropriate for individual students.
- Consistently acknowledging all students.
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Behavioural expectations of students, staff and families are grounded in our school's Statement of Values.
- Student bullying behaviour will not be tolerated and will be responded to consistently with Keysborough Gardens Primary School's Bullying policy.

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

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

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.



- Scaffolding the student's learning program.
- Using restorative practices to enable the student to identify the impact of their behaviour and make adjustments.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator, and/or external support agencies.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.

This policy forms part of the KidsMatter framework by implementing a whole school approach to forming and nurturing partnerships within the school and wider community through promotion, prevention, and intervention programs.

Keysborough Gardens Primary School will implement a staged response checklist as outlined below for students exhibiting ongoing inappropriate behaviour.

Stage 1: Prevention and Early Intervention- Creating a positive school culture.

- Define and teach school wide expectations for all and model expected behaviours.
- Establish relevant school wide prevention programs.
- Establish consistent school wide processes to identify students at risk of disengagement from learning.
- Establish consistent school wide processes and programs for early intervention.
- Establish data collection strategies.

Stage 2: Intervention: A targeted response for Individual Students

- Provide feedback to students to be able to self-identify and regulate unexpected behaviours.
- Establish an understanding of circumstances impacting on the student.
- Develop a plan for improvement based on data and review regularly.
- Explicitly teach and/or build replacement behaviours.
- Establish inclusive and consistent classroom strategies.
- Establish out-of-class support strategies.
- Establish a student support group.

Stage 3: Discipline Procedures - withdrawal, detention, suspension, and expulsion

(When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**)

Suspension and expulsion are measures of last resort and may only be used in particular situations which are consistent with Department policy, available to view at this [link](#). Corporal punishment is prohibited in our school and will not be used in any circumstance.

A student may be excluded from school situations where all other measures have been implemented without success or where a severe consequence is the only appropriate course of action in response to a student's behaviour.



- Withdrawal of privileges.
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach in class.
- Recess or lunchtime detention.
- After school detention.
- Support group convened (if deemed appropriate).
- Exclusion from school - suspension / expulsion - as per DET policy guidelines.

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 Keysborough Gardens Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Keysborough Gardens 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.

8. Evaluation

Keysborough Gardens 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 (eg. Student Attitudes to School Survey)
- Incidents data



- School reports
- Parent survey
- Case management
- CASES21, including attendance and absence data
- SOCS (Student Online Cases System)

Keysborough Gardens Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website.
- Included in staff induction processes.
- Include components in student diaries so that it is easily accessible to parents, carers and students.
- 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

- [Bullying Prevention Policy](#)
- [Child Safe Policy](#)
- [Complaints Policy](#)
- [Duty of Care Policy](#)
- [Restraint and Seclusion Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	JUNE 2021
Approved by	SCHOOL COUNCIL
Next scheduled review date	JUNE 2023