



Help for non-English speakers

If you need help to understand the information in this policy please contact the Language Loop: Phone 03 9280 1955 for interpreters.

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.

Montpellier 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

SCHOOL PROFILE

Montpellier Primary School is situated in the Geelong suburb of Highton, nestled between the Barrabool Hills and the Barwon River. We operate 28 classrooms with an enrolment of approximately 610 children. There are no composite grades. Our school atmosphere is caring, friendly and welcoming.

There is a tradition of academic excellence with children increasingly expected to take responsibility for their own learning, participate in decision making, work cooperatively, respect others and their belongings, to take pride in their best efforts and to be environmentally aware.

Our Staff are dedicated, highly professional, approachable and supportive. Each demonstrates a strong commitment to the school and individualised care for students is a high priority. The school community takes great pride in the school's facilities, which provide an aesthetic learning environment.

Teachers work in Professional Learning Communities (PLCs) aligned with each grade level including specialist, which supports a strategic and consistent approach to assessment, curriculum planning and personalised teaching and learning that focuses on individual student needs. A major part of the culture at Montpellier is our belief in active and supportive partnerships between home and school. We are committed to a partnership of teachers, educational support staff, parents and students, and we are committed to providing a caring, friendly and safe learning environment.

There are four consistent values that underpin our school-wide philosophy. Our school values are Aspire, Empathy, Respect and Responsibility. The School-Wide Positive Behaviour Support (SWPBS) framework is embedded across all areas of our school - in both classroom and non-classroom settings.

SCHOOL VALUES, PHILOSOPHY AND VISION

Montpellier 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 and resilience at every opportunity. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

MOTTO

We aspire to be a school renowned as a vibrant, safe, respectful and supportive community that lives the school's motto of 'Striving for excellence' in all our thoughts and actions.

OUR VALUES

The four school values underpin our school culture and approach

- **Aspire:** We strive to achieve our best in all areas.
- **Empathy:** We think about others and notice when they feel happy, safe and included.
- **Respect:** We act with kindness.
- **Responsibility:** We take ownership of our choices, actions and words.



Aspire

We strive to achieve
our best in all areas



Empathy

We think about others
and notice when they
feel happy, safe
and included



Respect

We act with kindness



Responsibility

We take ownership of
our choices, actions
and words

WELLBEING AND ENGAGEMENT STRATEGIES

Montpellier 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. In order for our school to truly reflect the needs and aspirations of our students and their families, we need to ensure that diversity is recognised, catered for, celebrated and valued.

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.*
- *Teachers at Montpellier Primary School use specific instructional frameworks for Literacy and Mathematics (GANAG and LES) 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 Montpellier 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 Student Representative Council. Students are also encouraged to speak with their teachers, an Assistant Principal or the Principal whenever they have any questions or concerns.*
- *Create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs.*
- *Students are welcome to self-refer to the Student Wellbeing Coordinator, School Staff, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Zones of Regulation*
 - *Safe Schools*

- o Esmart

- Programs, incursions and excursions developed to address issue specific needs or behaviours.
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- 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 teacher monitors the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school. These students are supported by staff through Geelong English Language School (interim name).
- We support learning and wellbeing outcomes of students from refugee backgrounds.
- 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](#) as well as teach respectful practice across the school through programs including Respectful Relationships.
- All students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#), 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 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

Montpellier 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 students and their parents/carers to talk about how best to help the student engage with school.
- Developing an Individual Education Plan and/or Behaviour Support Plan.
- Considering environmental changes that need to be made, for example changing the classroom set up.
- Referring the students to:
 - o school-based wellbeing support
 - o Student Support Services
 - o appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst.
 - o re-engagement programs such as Navigators.

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 professional, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.
- Engaging with our regional Koorie Engagement Support Officers.
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Montpellier 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. Montpellier Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

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.

<i>All Members of the Montpellier Primary School community have a right to:</i>
• Fully participate in an environment free of discriminatory behaviour. • Be treated with respect and dignity. • Feel valued and supported in an environment that encourages freedom of thought and expression. • Feel safe at all times
<i>All Members of the Montpellier Primary School community have a responsibility to:</i>
• Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community. • Participate and contribute to a learning environment that supports the learning of self and others ensuring their actions and views do not impact on the health and wellbeing of other members of

the school community.

- Acknowledge their obligations under Ministerial Order No 1359 – Child Safe Standards – Managing the risk of child abuse in schools.

<i>All students have the right to:</i>	<i>All Students have the responsibility to:</i>
• Participate fully in their educational program • Feel safe, secure and happy at school • Learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation • Express their ideas, feelings and concerns	• 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. • Respect and care for our buildings and grounds.
<i>All Parents/carers have a right to:</i>	<i>All Parents/carers have a responsibility to:</i>
• Be treated with respect. • Be attended to professionally and effectively. • Work in partnership with the school to support and be informed about their child's education.	• Assist their child to develop a positive self-image, tolerance and understanding of others. • Ensure their child is punctual and attends school each day. • Inform teachers of relevant medical and family situations. • Support the school and encourage their child to follow the school's behaviour expectations. • Support their child/ren to ensure they comply with the Montpellier Dress Code.
<i>All Staff have a right to:</i>	<i>All Staff have a responsibility to:</i>
• Be treated with respect. • Work in a safe, pleasant and harmonious environment. • Be supported by the school community.	• Contribute to a positive school climate for everyone. • Provide opportunities for all students to experience personal success. • Develop positive values in students. • Treat others equally and with respect. Communicate regularly with parents about their child's education and behaviour. • Model and promote school values. • Ensure student safety is a priority.

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School Philosophy. Violence, bullying and other offensive and harmful behaviours such as racism and discrimination will not be tolerated at our school. Student bullying behaviour will be responded to consistently with Montpellier Primary School's Bullying policy.

At Montpellier, we believe that:

- Teachers and other staff at the school can and do influence student behaviours and that through explicit teaching we assist students to become self-aware and socially responsible.
- The ultimate goal of schooling and of behaviour support is for students to become self-managed, self-directed life-long learners.
- The building of relationships between teachers, students and parents has a direct impact on improvement in the standards of student behaviour.

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

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.

Our school has developed and applies disciplinary measures by following the pathways outlined in:

- Montpellier School Positive Behaviour Matrix
- Montpellier Primary School Response to Behaviour Flow Charts

All students regularly visit these procedures and are displayed in every classroom.

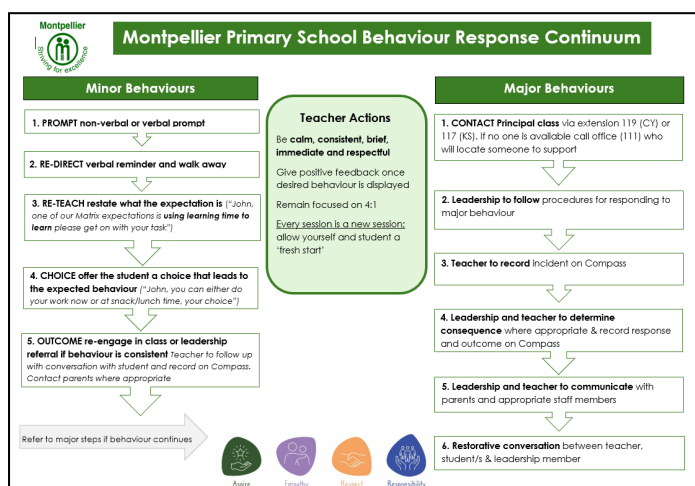
Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policies, available at:

- [Suspension Policy](#)
- [Expulsions Policy](#)
- [Restraint and Seclusions 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 Montpellier Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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



Montpellier Primary School Behaviour Response Continuum

School Matrix

	Always	Inside	Outside	Transition
Aspire	✓ We have a growth mindset ✓ We encourage others ✓ We try our best ✓ We acknowledge and celebrate everyone's achievements	✓ We take pride in our work ✓ We attempt all tasks ✓ We challenge ourselves to learn new things	✓ We speak to a Tard Duty teacher when we need help ✓ We problem solve ✓ We show good sportsmanship	✓ We lead by example ✓ We are on time and ready to learn ✓ We set a positive example when we move through the school
Empathy	✓ We are understanding of everyone's needs ✓ We include others ✓ We are kind to each other ✓ We understand it's OK to have different ideas and feelings	✓ We accept that everyone learns in different ways ✓ We value our differences	✓ We share and take turns with school equipment ✓ We include others ✓ We give each other enough space	✓ We move quietly through the school ✓ We consider each other's personal space
Respect	✓ We use appropriate language ✓ We listen and follow adult directions ✓ We treat others how we would like to be treated ✓ We listen actively	✓ We show positive body language ✓ We allow everyone to learn ✓ We care for our belongings and resources	✓ We keep our hands, feet and objects to ourselves ✓ We leave nature where it belongs ✓ We play fairly by following the rules	✓ We walk on the paths ✓ We show patience to others ✓ We walk our bikes and scooters through the yard
Responsibility	✓ We are honest and take ownership of our actions ✓ We do the right thing even when no one is watching ✓ We clean up after ourselves	✓ We use equipment safely and appropriately ✓ We work at an appropriate noise level ✓ We are organised and ready to learn	✓ We follow the rules of the games we play ✓ We are SunSmart in Term 1&4	✓ We go straight 'there' and 'back' during class time ✓ We line up quickly and quietly ✓ We return promptly to the classroom when the music starts ✓ We calmly and quietly walk on the left

ENGAGING WITH FAMILIES

Montpellier 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.

At Montpellier we believe that:

- Education is a life-long process.
- Gender is not a determinant of capacity to learn.
- Children with disabilities are encouraged to access all educational opportunities.
- Children learn at different rates and in different ways.
- Children learn by a variety of activities.
- An educationally stimulating environment enhances learning.
- The learning environment encourages children to feel safe to take risks in their learning.
- Learning needs to be timely, authentic, relevant and engaging.
- The school is a focal point of the 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 curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

EVALUATION

Montpellier 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
- SWPBS Self-Assessment (SAS) and Tiered Fidelity Inventory (TFI)
- Respectful Relationships Audit
- school reports
- parent survey
- COMPASS
- CASES21
- SOCS

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/carers 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Consultation	School Council Consultation
Approved by	Principal
Communication and feedback	This policy is always accessible on the school website and feedback from the community can be directed to the school at any time for the School Council to consider.
Next scheduled review date	2027 Review cycle for this policy is 2 years

If changes from the Department of Education occur or if there is feedback from the community, this policy will be reviewed.