

TEMPLESTOWE PARK PRIMARY SCHOOL



STUDENT ENGAGEMENT & WELL BEING 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.

Templestowe Park 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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1– School Profile

Environmental Context:

Location

Templestowe Park Primary School was established in 1977. It is located in an upper middle class residential area on an elevated and undulating site. Situated in Church Road, Templestowe, the School serves the Templestowe and Doncaster East corridor extending as far as the western end of Warrandyte. The school site is approximately three hectares with well-developed facilities and resources. The grounds include three separate adventure playgrounds, including a Prep precinct and a Year 5/6 area, sealed basketball and netball courts and two ovals. The site is attractively planted with shaded, seated areas, suitable for passive activities. Buildings have been constantly improved and are spacious, attractive and decorated with fine displays of student work.

Demographics

The school's demographic profile has changed over the past six years. The Index of Community Socio-Educational Advantage (ICSEA) uses Australian Bureau of Statistics (ABS) and school data to measure key factors that correlate with educational outcomes. In 2025 the Student Family Occupation and Education (SFOE) Index score is 0.1653. This places Templestowe in the 'Low' band for both categories, indicating that our families' occupations and educational levels are in the top quartile of families within Victoria.

Other Significant Factors

Enrichment programs include additional sport, inter-school sport, sports clinics, Performing Arts clubs, art and craft activities, computer coding after school hours, junior school council, life education, house group program, curriculum related excursions and incursions, Reading Assistance Program, Target Teaching and many more. Instrumental music is offered as an elective in the co-curricular program. A school production featuring all the Year 5 and 6 students is performed biannually.

Information and communication technology is an important part of the class program, with applications across many learning areas. All classrooms are equipped with a bank of notebooks and iPads to share. Students in Years 3, 4, 5 and 6 are involved in the BYOD program where they each bring their own iPad to school to support the teaching and learning. Staff professional development in this area continues to be a key emphasis.

Parents are encouraged to be involved in the functioning of the school through participation in school programs, attending interview sessions, camps and excursions. Opportunities are also provided through membership of School Council, or any of the affiliated committees, or by joining the Parents and Friends Association.

Effective communication between teachers and parents is facilitated through fortnightly newsletters, school assemblies, informal meetings, formal interviews and two comprehensive reports on student progress and an end of term 1 progress report each year. Templestowe Park PS also has a detailed website and utilises Compass as its school management system. Compass is used to 'push' notifications to parents and staff of upcoming events and to send key reminders, share school documents such as handbooks and curriculum documents, receive consent and payment to school events and provide a platform to parents to inform the school of student absences.

As a community service, the school also operates Before and After School, and holiday care programs. These programs are managed by Team Kids.

Templestowe Park Primary School is dedicated to continually building upon its excellent reputation to meet the changing needs of the students and the high expectations of the School Community.

2– School Values, Philosophy and Vision

Purpose:

Templestowe Park 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, Integrity, Pride and Optimism at every opportunity.

Mission

Templestowe Park Primary School aspires to be a school in which all students enjoy the maximum opportunity to achieve their highest potential through access to a comprehensive curriculum emphasising community values and lifelong learning.

Values:

The following values underpin the philosophy and actions of our school community:

Responsibility	Being accountable for your own actions.
Pride	Achieving and celebrating personal goals and recognising and applauding successes gained by others.
Respect	Respecting one's self and caring about the feelings, rights, property, and safety of others.
Integrity	Always trying to be fair and honest.
Optimism	Focusing on positive experiences.

Our Statement of Values is available online at:
<http://www.templestoweparkps.vic.edu.au/school-profile/policies>



3 – Wellbeing and Engagement Strategies

“At Templestowe Park Primary School the foundation of our positive school culture is the relationships between adults and students. Effective learning will stem from engaging all students in programs where trust and respect as individuals is a shared norm.”

At Templestowe Park Primary School, our positive school culture is based on student engagement being the basis for learning. To support this, the school's PERMAH model (based on the principles of Positive Psychology) and our school values ensure that our pedagogy (teaching practice) and curriculum engages all students.

Templestowe Park 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

These school strategies are designed and implemented to promote positive behaviour and inclusion.

- High and consistent expectations of all staff, students, 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. The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as classroom helpers and the PFA (Parents and Friends Association). Parent education and training workshops are provided.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and assessment data.
- Teachers at TPPS use the Department of Education's Victorian Teaching and Learning Model (VTLM 2.0) 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 TPPS 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.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships. The Respectful Relationships curriculum is a vital part of our school's commitment to creating a safe, inclusive, and supportive learning environment. It empowers students to develop emotional intelligence, build healthy relationships, and understand the importance of respect, empathy, and equality.

By explicitly teaching these skills, we help students recognise and manage their emotions, resolve conflict positively, and contribute to a culture where everyone feels valued and heard. This learning supports student wellbeing and lays the foundation for positive interactions both at school and beyond. Respectful Relationships education is aligned with the Victorian

Curriculum and plays a key role in the prevention of gender-based violence by promoting positive attitudes and behaviours from an early age.

- 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 the Year 5/6 Student Leaders. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and 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. The major enabler of these opportunities is our house program. In 2025, our school's House Program has been refreshed to foster deeper student engagement and connection. Each house now proudly carries an Indigenous name, reflecting native animals from our local area:
 - Banabil – Blue Tongues
 - Ngawan – Eagles
 - Wiin – Wallabies
 - Biik – Bilbies

These names honour our local environment and cultural heritage and will help build a stronger sense of identity and pride within each house. House events throughout the year will promote collaboration, teamwork, and school spirit across all year levels, extending beyond sports to include academic, creative, and community-focused activities. Each house is led by two Grade 6 House Leaders, who will take on a pivotal leadership role in organising and facilitating house meetings and events. Their leadership will help strengthen our school culture and support the development of our RRIPO values.

- All students are welcome to self-refer to the Student Wellbeing Leader, PLC Leaders, Assistant Principal 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.
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Cross age opportunities such as Grade 5 Buddy program, Kindergarten visits and House program.
- Implementation of the school wide eSmart program to develop a safe and responsible online environment for our students.
- All students participate in the Sustainably Program including caring for the chickens in the school's Environmental Outdoor Centre.
- 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

These strategies are designed to address particular concerns in certain age groups or friendship circles.

- Each year group has a PLC (Professional Learning Community) Leader 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. Individual Education Plans are developed for Koorie students in line with Department guidelines.
- 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 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 Education 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.
- 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

These student specific strategies may be considered and applied on a case by case basis.

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Templestowe Park PS implements a range of strategies that support and promote individual engagement. These 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 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 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, 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 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.

4 – Identifying students in need of support

Templestowe Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, physically 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. TPPS 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



5 – Rights and Responsibilities

Guiding principles

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.

Equal Opportunity

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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- gender
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter 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. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect others' human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights.

Students With Disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account 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 take into account information about:

- the nature of the student's disability
- his or her 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.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also 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.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Rights and Responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • learn in an environment free from bullying, harassment, violence, discrimination or intimidation to fully develop their talents, interests and ambition • participate fully in the school's educational program • feel safe, secure and happy at school • express their ideas, feelings and concerns.	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students. • take greater control of their own learning and participation as members of the whole school community as they progress through the school. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

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.



Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents / carers have a right to: • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.	Parents / carers have a responsibility to: • 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 • 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.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: • 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 for that student.	Teachers have a responsibility to: • fairly, reasonably and consistently, implement the engagement policy • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning • create and maintain safe and challenging learning environments • use a range of teaching strategies and resources to engage students in effective learning.

6 – Student Behavioural Expectations and Management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Additionally, TPPS outlines the required behaviour of staff, students and community members in the Code of Practice statements on the following page.

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, Templestowe Park 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

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 year level PLC Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion.

Discipline procedures – suspension and 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 Templestowe Park 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.

STAFF CODE OF PRACTICE

PRIDE

Achieving and celebrating personal goals and recognising and applauding successes gained by others.

- Being a positive role model and representing the school in a positive manner.
- Establishing positive and professional relationships with other members of staff.
- Providing a safe and attractive environment which stimulates interest in learning.
- Promoting excellence and present the school positively.

RESPONSIBILITY

Being accountable for your own actions.

- Valuing students and recognising their individual talents.
- Developing and maintaining positive relationships with all members of the school community.
- Recognising and responding to individual students' differences, abilities and learning styles.
- Working co-operatively and sharing good practices and resources with other teachers.
- Following school policies and programs as well as implementing the Strategic Plan.
- Developing a variety of teaching strategies and being able to structure learning tasks effectively.
- Engaging in on-going professional development.
- Actively encouraging the home / school partnership to support student learning and welfare.
- Contributing to whole school activities and taking an active role in the school community.
- Monitoring and assessing students using a variety of techniques.
- Reporting to students and parents in a meaningful, clear and accurate manner.
- Promoting individual excellence and self-esteem.

RESPECT

Respecting one's self and caring about the feelings, rights, property, safety and feelings of others.

- Showing consideration and courtesy to others.
- Valuing and appreciating the strengths and skills of all staff.
- Supporting everyone's rights to be free from harassment.
- Respecting the privacy of individuals and their families.
- Encouraging tolerance, respect and co-operation.
- Supporting whole school decisions.
- Acting professionally at all times.

INTEGRITY

Always trying to be fair and honest.

- Acting with discretion and confidentiality in all professional dealings.
- Ensuring there are opportunities for shared decision making.
- Treating students, staff and parents honestly and fairly.
- Working with the students to form clear expectations.
- Catering for individual differences and skills within the classroom.

OPTIMISM

Focusing on positive experiences.

- Appreciating the efforts and achievements of all members of the school community.
- Welcoming the contributions made by parents in supporting the learning of their children.
- Speaking positively about the school, students, parents and colleagues.
- Promoting strategies which encourage positive relationships between students and staff.
- Providing positive feedback for student's efforts.
- Being receptive to change, using a growth mindset
- Being a role model for resilience and optimism.

STUDENT CODE OF PRACTICE

PRIDE

Achieving and celebrating personal goals and recognising and applauding successes gained by others.

- Showing and promoting pride in the school.
- Always striving to do your best.
- Completing work that represents your best effort
- Taking care of yourself and your property.
- Keeping the school grounds and your classroom clean.
- Showing pride by wearing full school uniform.

RESPONSIBILITY

Being accountable for your own actions and accepting the consequences graciously.

- Participating fully in class and school activities.
- Completing work on time.
- Being organized and on time for all activities.
- Showing enthusiasm and striving to do your personal best.
- Seeking assistance when it is required.
- Being a positive role model.
- Sharing and helping others to learn.
- Observing school and classroom rules, including appropriate use of the internet and email.
- Acknowledging and accepting consequences of your behaviour.
- Wearing correct school uniform.

RESPECT

Respecting one's self and caring about the feelings, rights, property, safety and feelings of others.

- Speaking politely and treating other people as you would like to be treated.
- Respecting other peoples' rights, feelings and reputation through appropriate use of emails, chat rooms and SMS.
- Looking after your own and other people's property.
- Listening carefully and following teachers' instructions.
- Respecting everyone's right to learn.
- Playing sensibly and safely with others.
- Caring for the environment and keeping the school clean.

INTEGRITY

Always trying to be fair and honest.

- Speaking truthfully with friends and adults at all times.
- Truthfully telling a teacher 'what happened' even when you have done the wrong thing
- Displaying a positive attitude to others.
- Understanding and following the ICT Code of Conduct
- Being accountable for your own actions.

OPTIMISM

Focusing on positive experiences.

- Looking for the positives in all activities.
- Using only 'positive words' when speaking to others.
- Celebrating your own achievements and that of others.
- Dealing with difficulties in a sensible, calm manner.
- Not responding to unwanted messages which are distressing.
- Trying your best when things are difficult.
- Using a 'growth mindset'

COMMUNITY CODE OF PRACTICE

PRIDE

Achieving and celebrating personal goals and recognizing and applauding successes gained by others.

- Supporting school rules, codes of practice, programs, activities and decisions.
- Supporting staff in their implementation of the Student Code of Conduct, Uniform Code and Welfare and Discipline policy.
- Respecting and using the school facilities appropriately.
- Promoting and supporting student interaction and involvement in the local community.
- Taking part in and contributing towards special events, fundraising and educational activities.

RESPONSIBILITY

Being accountable for your own actions.

- Providing positive role models for students.
- Ensuring students are punctual each school day and properly prepared to take part in each day's activities.
- Support school programs and policies by involvement, participation and co-operation.
- Observing all school procedures as visitors to the school.
- Reading and acting on communication in a timely manner.
- Utilising the students' diary for home/school communication.
- Supporting the School Council and sub-committees as participants or volunteers.

RESPECT

Respecting one's self and caring about the feelings, rights, property, safety and feelings of others.

- Respecting others' rights to privacy.
- Respecting school rules and decisions made by staff and School Council.
- Respecting rights of community members and act with discretion and confidentiality when interacting with students and staff.
- Show consideration and courtesy to others.

INTEGRITY

Always trying to be fair and honest.

- Encouraging children to be honest and take responsibility for their actions.
- Responding appropriately to Parent Opinion Surveys conducted by the School Council and Principal.
- Welcoming all community members and acknowledging their contributions.
- Appreciating the individual strengths and skills of all students, staff and parents.
- Treating students, staff and other parents honestly and fairly.

OPTIMISM

Focusing on positive experiences.

- Promoting a positive image of the school.
- Enthusiastically supporting school and class activities.
- Being a role model for resilience and optimism.
- Using a 'growth mindset'

Student behaviour management guidelines

Templestowe Park Primary School is committed to promoting Respect, Responsibility, Pride, Integrity and Optimism between all members of the school community. It believes that when all staff, students and parents consistently live by the school values, a safe and harmonious environment is evident.

The Student Behaviour Management Guidelines supports the development and implementation of the school values. While the 'TPPS Student Engagement Policy' aims to maintain a positive school culture, the school acknowledges that children and adults make mistakes and sometimes act inappropriately. Therefore, the following will assist students in taking responsibility for their own behaviour while providing teaching staff with a framework to consistently improve student conduct. Key components of this document are as follows.

1. Forming and maintaining positive relationships between staff and students underpins effective student behaviour. Encouraging, recognising and reinforcing positive behaviour is an ongoing strategy to help develop positive student behaviour.
2. These guidelines support the school values. Where possible, logical consequences will be applied to the breach of a school value.
3. Each classroom will begin the year by implementing a planned Inquiry unit about the school values. It is expected that all classrooms will cooperatively create a list of behaviours demonstrating how the five core values are to be demonstrated.
4. TPPS does not tolerate 'bullying' in any form.
5. TPPS will continue to implement age appropriate social skills programs to equip students with skills to act appropriately in social situations. The school's House Program will support the classroom's social skills programs and be a forum for addressing welfare issues with students while continuing to build and maintain positive relationships across the school.
6. A consequence to a breach of behaviour is not issued 'automatically' or without consideration and discussion. A teacher is to use their professional judgement to implement a logical consequence that helps the student understand their negative behaviour and the impact on others. **The aim is to support the student to change their behaviour over time.**
7. The use of corporal punishment in any situation at TPPS is not permitted.

Restrictive interventions (physically restraining a student) are measures of last resort and may only be used in situations consistent with DET policy.

See the Department's [Restraint and Seclusion Policy](#).



STUDENT BEHAVIOUR MANAGEMENT GUIDELINES

A consequence to a breach of behaviour is not issued 'automatically' or without consideration and discussion. A teacher is to use their judgement in issuing the most logical consequence that will **support the student to change their behaviour over time.**

Level 1	
Example of Behaviour	Possible Consequences
• Calling out • Distracting behaviour • Interrupting the learning of another student or students • Talking out of turn • Not completing tasks due to talking or inappropriate behaviour.	• 'One on one' discussion reinstating how to demonstrate the school values in the classroom (could be for 5 minutes during a playtime) • Complete tasks during a playtime if a breach of behaviour prevents student from completing a task • Removal to an isolated table or desk so he/she can work without distraction • Inform parents via telephone call if behaviour is repeated and record on school database.

Level 2	
Example of Behaviour	Possible Consequences
• Swearing • Openly supporting / encouraging a student to do the wrong thing • Rough play.	• 'Time out' if classroom related (not removed from classroom) • 'Time out' from the playground if the breach of behaviour occurs during play time. This involves walking around with the yard duty teacher • Inform parents via a telephone call or school's values specific note • Record in school database if behaviour is repeated.

Level 3	
Example of Behaviour	Possible Consequences
• Damaging another person's property / school property • Throwing objects • Intentionally hurting another person's feelings (e.g. putting someone down, name calling, teasing) • Rough play resulting in an injury • Arguing with a teacher • Interrupting the learning of a grade.	• Record in school database • Contact parents via phone call and / or send Values specific note to parents (parents to return a portion of the note confirming communication) • 'Time out' from the playground if the breach of behaviour occurs during play time. • Discussion of school values at recess or lunchtime • Apology, written or verbal.

STUDENT BEHAVIOUR MANAGEMENT GUIDELINES

A consequence to a breach of behaviour is not issued 'automatically' or without consideration and discussion. A teacher is to use their judgement in issuing the most logical consequence that will **support the student to change their behaviour over time.**

Level 4	
Example of Behaviour	Possible Consequences
• Leaving school grounds without permission • Theft of property • Intentionally physically harming another student or staff member • Blatant defiance of a teacher's direction • Blatant rudeness towards a teacher or adult • Severe teasing / bullying • Breaching 'iPad Code of Conduct' or Acceptable Use Agreement.	• Meeting with Principal / Assistant Principal / Student Wellbeing Leader • Significant loss of playtime (no more than half any break) as a 'logical consequence' to not playing fairly and / or safely • 'Time out' with Principal / Assistant Principal • Discussion of school values at recess or lunchtime • Principal / Assistant Principal / Student Wellbeing Leader to contact and potentially meet with parents • After school detention • Temporary suspension of ICT network / Internet privileges • Possible suspension

Level 5	
Example of Behaviour	Possible Consequences
• Two or more Level 4 breaches • Repeating a Level 4 breach on another occasion	• Suspension from regular program • Principal / Assistant Principals / Student Wellbeing Leader to meet with parents • Suspension from school

Level 6	
Example of Behaviour	Possible Consequences
• Deliberate actions or behaviour that is considered extreme in terms of causing harm to an individual, group of persons, school property or facilities.	• Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the Department of Education.

7 – Engaging with Families

Templestowe Park 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 and our management system, Compass
- maintaining an open, respectful line of communication between parents and staff,
- 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

Templestowe Park 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:

- Attitudes to School survey data
- PIVOT survey data
- Parent Opinion Survey
- incidents data
- school reports
- case management
- SOCS (database of students accessing support from Educational Psychologists and Speech Therapists)

Templestowe Park 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.

9 – Communication

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

- Available publicly on our school's website
- Available to our school community via Compass
- Included in staff induction processes
- 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](#)

10 – 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

11 – Review cycle

Policy last reviewed	June 2025
Consultation	Education Sub Committee (School Council parent representatives) and the SET (School Executive Team) were consulted during review of this policy.
Approved by	Principal 27/5/2025
Next scheduled review date	July 2027