

# GLENROWAN – WINTON PRIMARY SCHOOLS

## STUDENT ENGAGEMENT

and

## WELL BEING POLICY



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### INTRODUCTION

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and early intervention rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out the rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

### SCHOOL PROFILES

The Glenrowan P.S. is located in the small historic township of Glenrowan in North Eastern Victoria. Students are drawn from the town itself and a school bus service transports students from the surrounding district including Hamilton Park Estate and Greta West communities. Winton P.S. is located north of Benalla and services the districts of Winton and Lurg. Winton P.S. is an annexe of Glenrowan P.S. This arrangement provides Winton with increased resources and learning opportunities. Glenrowan/Winton Primary Schools are members of the Ovens Learning Community of schools, which includes Milawa, Oxley, Whorouly, Everton and Carraragarmungee.

Glenrowan Primary School and Winton Primary School place great emphasis and value on being a community schools with parents, students, teachers and the community working closely together to provide a quality education. Many of our school programs could not operate without the support of parents. Participation of different groups within the school community is essential to the success of our classroom and out-of-school programs.

### PHILOSOPHICAL BASIS

We provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instil a love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives. Student Welfare encompasses the physical, social, emotional and educational growth of students and underlies all school policies, programs and activities. It addresses the health, safety, well-being and guidance of students and is a fundamental aspect of all staff roles.

The following values (The 9 Values For Australian Schools) underpin the beliefs of the Glenrowan and Winton Primary School communities and provide the basis for our actions:

**Integrity:** *Doing the right thing even when no one is watching. Walk the talk. Being true to yourself.*

**Responsibility:** *Sorting out problems without fighting. Being helpful to family, friends and teachers. Caring about animals and our environment. Taking care of other people's belongings, school equipment.*

**Respect:** *Speaking nicely to everyone, Listening carefully to others. Using your manners.*

**Honesty and Trustworthiness:** *Telling the truth. Not cheating. Telling others how I really feel. Not stealing.*

**Fair Go:** *Making sure everyone has a turn. Playing by the rules. Sharing things with others.*

**Freedom:** *Listening when others are expressing an opinion. Accepting differences of opinions without arguing too much. Sticking up for others' rights to say, dress and act the way they choose.*

**Care and Compassion:** *Speaking to someone who seems unhappy. Helping others without being asked. Looking for the best in others and giving them compliments. Inviting others to join in and not leaving them out.*

**Understanding, Tolerance and Inclusion:** *Accepting classmates and their families with different customs and beliefs. Choosing to join in with others. Valuing differences between others from different backgrounds.*

**Doing Your Best:** *Giving everything a red hot go. Making good choices about behaviour. Putting in lots of effort.*

## **WHOLE SCHOOL PREVENTION STATEMENT**

**The School is committed to providing a safe, nurturing, stimulating and inclusive learning environment.** We aim to recognise and cater for all children, regardless of academic, religious, economic or cultural background, and we aim to provide programs which enhance the individual's talents. **Students can reach their full academic potential only when they are happy, safe and healthy, and when there is a positive school culture to support them.**

The school values form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach to discipline.
- Ensuring effective Individual Behaviour Support Plans are put in place when appropriate
- Specific engagement and alternative programs for children at risk
- Support from the school's support services are available to parents, students and staff
- A school environment where students are engaged and want to come to school.
- Support programs offered for students who have difficulty in learning or who been recognised as having a disability

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school's values in their interactions with others. The main emphases in this set of strategies are on:

- Recognising and encouraging positive behaviours through positive language as well as class rewards such as point systems and Student of the Week awards.
- Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs

- Providing opportunities for authentic Student Voice through Student Representative Council and a variety of opportunities for students to articulate how they like to learn within individual classes.
- Working in partnership with parents and carers
- Developing 'start up' behaviours in all learners (eg Listening skills, organisational skills, questioning skills)

In all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school will implement actions and consequences as described in Appendix 1: *A Staged Response*.

**Attendance:** Regular attendance is seen as a major factor contributing to student achievement and wellbeing. Where issues of student attendance appear to develop parents are immediately contacted to discuss the issue.

**Bullying:** Bullying is *repeated* oppression, physical, verbal or psychological, by any person to another. It is everyone's right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected. A "*Bystanders Code of Conduct*" is promoted and children are encouraged to speak out about students behaving in a bullying manner.

**Anti Bullying Program;** Throughout the year all classes will discuss the many forms of bullying and continually revisit our School Rules. In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be made to a social worker or a psychologist. Parents will be informed at each step of this process.

Children who have experienced bullying will receive support with strategies to help them deal with bullying behaviour through the use of Restorative Practices strategies. Counselling may be provided by the principal, a Social Worker or a psychologist if required.

Support will be made available to parents, and clear communication will be maintained.

**Cyber Bullying:** Cyber bullying is a form of bullying which is carried out via the use of technology. It includes internet services such as email, chat room, discussion group, online social networking, instant messaging and web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings). Glenrowan / Winton PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Examples of cyberbullying behaviour are:

- Teasing and being made fun of
- Spreading rumours online
- Sending unwanted messages

- Defamation

Being involved in online spaces – either at home or at school – requires students to behave responsibly. This includes:

- The language used and the things said
- How you treat others
- Respecting people’s property (eg. copyright)
- Visiting age-appropriate sites

Behaving safely online means:

- Protecting your own privacy and personal information
- Selecting appropriate spaces to work and contribute
- Protecting the privacy of others (this can be sharing personal information or images)
- Being proactive by letting someone know if there is something “not quite right”. At home this would be a parent or carer, at school a teacher.

If a person is being harassed or bullied you should:

- Tell the person you don’t like what they are doing and you want them to stop
- Discuss the matter with a parent if this occurs at home or a teacher that you feel comfortable speaking to if it occurs at school

Concerns will be taken seriously. All complaints will be treated confidentially.

If a student sees another person being harassed or bullied they should report it to a staff member. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Glenrowan and Winton Primary Schools endeavour to protect students and staff from all types of bullying and acts to address the problem as soon as it is identified. A process of restorative practice takes place with a staged response being recorded and enforced.

All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying may include:

- Poor health – anxiety, depression
- Lower self esteem
- Reduced academic performance
- Missed classes, social withdrawal

## RIGHTS AND RESPONSIBILITIES

We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

### *RIGHTS AND RESPONSIBILITIES OF STUDENTS*

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>Students have a right to:</b></p> <p>Work in a safe environment where, without intimidation, bullying (including cyberbullying) or harassment they are able to fully develop their talents, interests and ambition</p> <p>Participate fully in the school's education program</p> <p>Be treated with respect</p> <p>Expect a learning program that meets their individual needs</p> <p>Receive effective feedback about their learning and behaviour</p>	<p><b>Students have a responsibility to:</b></p> <p>Participate fully in the school's educational program to the best of their ability.</p> <p>Attend school regularly and be on time to school.</p> <p>Wear correct school uniform: including when representing the school off the school premises (except on school camps)</p> <p>Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community; including during school hours and when travelling to and from school</p> <p>Care for their own, others' and school property; including clothing, buildings and the school environment</p> <p>Develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</p> <p>To be considerate of others' feelings and respect their belongings</p>

**RIGHTS AND RESPONSIBILITIES OF STAFF**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>Staff have a right to:</b></p> <p>work in an orderly, safe environment and to be treated with courtesy by all.</p> <p>be able to implement appropriate management strategies for children who are interfering with the rights of others</p> <p>contact parents/carers when necessary and to expect their support.</p> <p>be informed of any family situation or home problem that may affect a student's learning or behaviour.</p> <p>be involved in a collaborative decision - making model within the school.</p> <p>be seen as an individual able to express a point of view.</p>	<p><b>Staff have a responsibility to:</b></p> <p>Fairly, reasonably and consistently, implement this Engagement and Well Being policy</p> <p>Know how the students learn and how to teach them effectively</p> <p>Know the content they teach</p> <p>Know their students</p> <p>Plan and assess for effective learning</p> <p>Create and maintain safe and challenging learning environments</p> <p>Use a range of teaching strategies and resources to engage students in effective learning</p> <p>be approachable, to listen and be prepared to consult with parents.</p> <p>encourage and celebrate consistent student attendance.</p>

**RIGHTS AND RESPONSIBILITIES OF PARENTS / CARERS**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>Parents / Carers have a right to:</b></p> <p>Expect that their children will be educated in a safe environment in which care, courtesy and respect for the rights of others is encouraged</p> <p>Expect communication about, and participation in their child's education</p> <p>Expect that parents of other students will not approach their children for purposes of discipline, untoward interference or censure</p> <p>Expect that their child will not be approached by other parents regarding school matters</p>	<p><b>Parents / Carers have a responsibility to:</b></p> <p>Promote positive educational outcomes for their children</p> <p>Take an active interest in their child's educational progress</p> <p>Model positive behaviours</p> <p>Ensure their child's regular attendance at school and punctual arrival time each day (parents/carers are to notify the school of any student absences.)</p> <p>Engage in regular and constructive communication with school staff regarding their child's learning</p> <p>Support the school in maintaining a safe and respectful learning environment for all students</p> <p>Ensure their children know how to travel to and from school safely and respectfully</p> <p>Raise concerns about a child other than their own with the Principal or class teacher, but Not directly with the student</p> <p>To speak respectfully to all school community members.</p>

## SHARED EXPECTATIONS

The **shared expectations** of the school and community are designed to promote the following **values** in and out of the school:

**Respect:** recognising and celebrating differences in opinion, ability, race and religion.

**Honesty:** truthfulness and open communication.

**Caring:** caring for myself, others and the environment.

**Responsibility:** willingness to be accountable for personal behaviour.

**Tolerance:** accepting differences in ability, race and religion.

**Friendliness:** building positive relationships with others.

**Kindness:** treating myself and others fairly and equally.

**Excellence:** doing our best at all times.

Glenrowan and Winton schools recognises that all children learn in different ways and at different rates. We aim to equip every student with the skills needed to ensure lifelong learning. We aim to provide an environment and curriculum that challenges students to achieve their highest potential and that develops knowledge, skills and resilience to be successful global citizens.

A cohesive and enthusiastic School Council provides strong leadership and parent participation in decision making. In addition, school based activities such as performances, sport, fundraising and special events are proving an effective means of informal communication between parents and teachers. Parents can support the school by ensuring regular attendance, modelling positive behaviours and assisting their children with their learning.

## SCHOOL ACTIONS and CONSEQUENCES

The school has clear approaches to assist all students to become and remain engaged in their educational journey. We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacity to manage themselves as individuals, and in relation to others, to understand the world in which they live, and act effectively within that world.

Glenrowan PS and Winton PS have developed a range of positive behaviour interventions:

- Classroom teaching and promotion of the school's core values of Organisation, Getting Along, Persistence, Confidence and Resilience.
- Acknowledging Positive play for children displaying thought for others in the playground through positive language as well as Bucket Filling notes and Student of the Week awards.
- Classroom acknowledgement for children displaying positive behaviours like walking away, encouraging others to show restraint and accepting differences.

- Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self discipline.
- Explicit teaching of self-discipline and appropriate behaviour through Bounce Back, BluEarth, Program Achieve lessons and other school based programs.

## **SCHOOL ACTIONS AND CONSEQUENCES: A STAGED RESPONSE**

The school is committed to providing a safe, secure, stimulating and positive learning environment. This policy, through the whole school prevention strategies supports the school's Strategic Plan goals and priorities in improving attendance across the school, and aiming for continued high levels of student engagement and wellbeing.

The school's Student Engagement Policy and the whole school positive behaviours approaches support this safe, secure learning environment. The progressive consequences for students who have difficulty meeting the school community's high expectations of behaviour are part of our staged response in this area:

### **Consequences for unsafe play in the yard:**

- Remind students of what appropriate behaviours are for a range of activities in the school grounds
- Warning from the yard duty teacher
- Walk with the teacher and tidy up around the yard as directed
- Portion of lunchtime spent in supervised, inside area. The student may be required to complete a behaviour reflection sheet (see appendix 2) to consider/reflect on their actions and consequences.
- For repeated breaches of our rules of expected behaviour there will be a parent conference. An Individual Behaviour Support Plan may be developed (see appendix 1)
- Referral to the Principal and an extended period of Time Out allocated. Student support group established, with parents, Principal and any other agencies
- School suspension for severe breaches of Student Engagement Policy that impact on the safety and wellbeing of other students or staff

### **Consequences for disruptive or challenging behaviour in classrooms:**

- Withdrawal of privileges
- Restorative conversation between student(s) and teacher.
- The student may be required to complete a behaviour reflection sheet (see appendix 2) to consider/reflect on their actions and consequences.
- Withdrawal from class, sporting activity, excursion or incursion if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach or supervise. The offending student may be temporarily isolated from regular classroom activities or sporting activities or excursions, and in more severe cases, required to leave the classroom or activity for a specified period of time. Where appropriate parents/carers will be informed of such withdrawals.

- Detention – teachers may require a student to complete school work that has not been completed in the regular classroom or to undertake additional or new work at a reasonable time and place.
- Referral to Principal and Student Support Group (SSG) established with Individual Behaviour Management Plan developed
- Suspension for severe breaches of school’s Student Engagement Policy that impact on the safety and wellbeing of other students or staff

**NB:** Immediate suspension will be implemented for extreme cases where a student behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the principal.

The Principal will notify parents immediately and require the student to be collected from school.

A SSG meeting will be held within 48 hours of the student being suspended.

Referral to agencies including the DEECD SSSO branch will be a consideration, as will support services for parents and carers where necessary.

A Student Absence Learning Plan will be developed for any suspension period greater than two school days, and a plan for return to School will be considered on a needs basis.

The DEECD Student Engagement Guidelines (pp26-28) provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation. Expulsion procedures are also clearly outlined and maybe referred to on:

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>

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