



STUDENT ENGAGEMENT & WELL-BEING POLICY

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1. WHOLE-SCHOOL PREVENTION STATEMENT

How we support positive behaviours and relationships

Dromana Primary School aims to provide a positive, safe, supportive school culture where all members of the school community feel valued; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and education potential.

The Dromana Primary School Mission statement states that we are here to support the academic, social and emotional development of our students to enable them to be resilient to the challenges of a rapidly changing society.

Many positive strategies are used to connect and extend students, including an engaging curriculum and extra curricula programs such as health and physical education, music, visual arts, LOTE (Japanese), ICT, Hands-on learning program, Bounce Back!, camping, excursions, sustainability programs, life education and lunchtime activities. There is also a commitment to all aspects of the district interschool sporting programs.

Student voice is encouraged through participation in the Junior School Council, GRIP Student leadership program, Years 5 & 6 Leadership roles, Prep- Yr. 6 Buddy Program and formulation of negotiated classroom rules at the beginning of the school year.

A high level of communication is created to assist in the smooth running of the school. Parents receive fortnightly newsletters and class newsletters informing them of the learning focus and welfare programs. Dromana Primary School values the active involvement of parents. We foster this cooperative approach through sharing of information at information sessions, Inquiry learning opportunities, parent-teacher interviews, via phone calls, emails, Tiqbiz, meetings and celebration of special events. Parents actively support School Council and Parents and Friends Association.

Dromana Primary School knows that it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools and we give students opportunities to take responsibility for their behaviours and to be part of the decision-making process.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use positive and proactive behaviour management approaches. Where appropriate the school will inform and involve parents in these processes.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students continue to be a focus through professional learning. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address both appropriate and inappropriate behaviour. The school practises a strong values program based on the 'Bounce Back!' program. A 'Start Up' program is implemented at the commencement of each year whereby each classroom develops their own values, vision and mission statements, which is an opportunity to establish classroom processes and encourage a sense of belonging.

The focus is on developing a whole school culture through a cohesive team approach to behaviour management; one that empowers all staff to commit to managing their own behaviour and student behaviour positively and proactively. An intended objective is to produce teachers who are skilled in managing all classroom interactions, resulting in substantial change in student behaviour, attitude to learning and hence, student achievement. The school continually reinforces positive behaviour and this is supported by our Wellbeing policies, attached with this document.

Student achievements including academic, social and performing arts are recognised weekly through Whole School Assemblies, school newsletter and within daily classroom programs. 'Student of the Fortnight and 'Star of _____' (curriculum-based) awards focus on reinforcing positive student behaviour, effort, attitude and achievement which in turn promotes high levels of self esteem.

The foundation of our positive school culture is the active participation of all members of the school community, so they feel valued, safe and secure, are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential.

2. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outline 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 them when making decisions and delivering services.

2.1 GUIDING PRINCIPLES

Every member of the Dromana Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The following rights and responsibilities are applicable to all students, teachers, volunteers and parents/ carers.

2.2 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:

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| • 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 | • religious belief or activity |
| • race | • sex | • sexual orientation |
| • personal association (with a person who is identified by reference to any of the above attributes). | | |

2.3 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 other human rights.

All DEECD 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

2.4 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 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.

2.5 BULLYING AND HARASSMENT

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. 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 include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

At Dromana Primary School, if a student sees another person being harassed or bullied we advise them that they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

- Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully
- Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Bullying can be:

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| <p>Subtle: (The most common)</p> <p>They include:</p> <ul style="list-style-type: none"> • Offensive staring and leering. • Unwanted comments about physical appearance and sexual preference. • Racist or smutty comments or jokes. • Questions about another’s sexual activity. • Persistent comments about a person’s private life or family. • Physical contact e.g. purposely brushing up against another’s body. • Offensive name calling. | <p>Explicit: (obvious)</p> <p>They include:</p> <ul style="list-style-type: none"> • Grabbing, aggressive hitting, pinching and shoving etc. • Unwelcome patting, touching, embracing. • Repeated requests for dates, especially after refusal. • Offensive gestures, jokes, comments, letters, phone calls or e-mail. • Sexually and/or racially provocative remarks. • Displays of sexually graphic material– pornography. • Requests for sexual favours. <p>Extreme forms of sexual harassment will lead to criminal prosecution.</p> |
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Bullying can be:

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| <ul style="list-style-type: none"> • Physical – fighting, pushing, punching, scratching, spitting • Verbal – teasing, name calling, put downs comments about differences of race, gender or disability • Visual – offensive notes and drawings | <ul style="list-style-type: none"> • Psychological – acts that instil a sense of fear or anxiety • Social Exclusion – including ostracising, excluding, ignoring • Cyber – Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). |
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At Dromana Primary School, concerns will be taken seriously and all complaints will be treated confidentially.

RIGHTS AND RESPONSIBILITIES

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| <p>All Members of Dromana Primary School community have a right to</p> <ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour • be treated with respect and dignity • feel valued, safe and supported | | |
| <p>All Members of the Dromana Primary School community have a responsibility to:</p> <ul style="list-style-type: none"> • participate and contribute to a learning environment that is supportive and respectful of self and others • ensure their actions and views do not have a negative impact on the health and wellbeing of others • acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 | | |
| <p>Students have the right to</p> <ul style="list-style-type: none"> • Feel safe and accepted • Be treated with respect, consideration and tolerance • Learn and play without interference • Express needs and concerns and gain a fair and sympathetic hearing • Be treated equitably • Expect that personal or community property will be respected | <p>Staff have the right to</p> <ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community | <p>Parents have the right to</p> <ul style="list-style-type: none"> • Know that their children are in a safe, supportive learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation both in their child's education and behaviour |
| <p>All students have a responsibility to</p> <ul style="list-style-type: none"> • Act in a safe manner • Respect the rights and need of others • Listen to the opinions of others • Respect their own property and the property of others • Accept the consequences of their behaviour | <p>All staff have a responsibility to</p> <ul style="list-style-type: none"> • Build positive relationships with students as basis for engagement and learning • Use and manage the resources of the school to create stimulating, safe and purposeful learning environment • Treat all members of the community with respect, fairness and dignity | <p>All parents have a responsibility to</p> <ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials and uniform • Promote respectful relationships |

3. SHARED EXPECTATIONS

Dromana Primary School has developed shared expectations to ensure that the learning, safety and the rights of all are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our community. Parents, students and staff have contributed to the development of these shared expectations.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

Care and Compassion - Care for self and others

Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence

Respect - Treat others with consideration and regard, respect another person's point of view

Fair Go - Pursue and protect the common good where all people are treated fairly for a just society

Responsibility - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Honesty and Trustworthiness - Be honest, sincere and seek the truth.

STAFF MISSION

We are here to support the academic, social and emotional development of our students to enable them to be resilient to the challenges of a rapidly changing society.

STAFF VISION

We want to provide an engaging, supportive and inclusive personal learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective and independent learners so they realise their full potential.

The values of Dromana Primary School are demonstrated by the following shared expectations and behaviours:

HIGH STANDARDS

- Inclusive classrooms where we actively participate and strive for personal best
- Provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Positive partnerships which engage families and the community in ways that support student achievement and success

RESPECT

- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity

- We play and work safely at all times.

CARE and RESPONSIBILITY

- We take responsibility for our own behaviour and understand the logical consequences that follow
- We are responsible for our learning and the learning of others

TEAMWORK RESPONSIBILITIES

- We endeavour to be self-motivated learners
- We take care of our own and others personal property and space
- We provide appropriate student services

Dromana Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school are expected to provide an educational environment in which mutual respect and engagement of all students are encouraged. Dromana Primary School will only exclude students as a matter of last resort in extreme circumstances.

Dromana Primary School leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor and provide additional support for behaviour issues and monitor the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Dromana Primary School will:

- Use the Student Engagement Policy and Code of Conduct as a basis for negotiating a classroom understanding of set shared expectations
- Teach children social competencies through the curriculum content
- Build a collegiate atmosphere among all school staff, share strategies and support one another
- Behave in a manner that reflects a positive approach when dealing with parents, staff and students
- Involve appropriate specialist expertise where necessary

EXPECTATIONS of STUDENTS

All students should:

- Respect, value and learn from others
- Have high expectations that they can learn
- Reflect on and learn from their own differences.

Attendance

All students are expected to:

- Attend school every day that school is open students
- Be punctual
- Provide an explanation from their parents/guardians to explain lateness, absence or early leaving.

Behaviour

All students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable.

EXPECTATIONS-PARENTS/CARERS

Engagement

- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent meetings, student activities, school celebrations, student support groups and responding to communications in a timely fashion
- Parents/carers need to provide all relevant information to the school to help support their child
- Parents/carers are expected to support the school's effort to educate children about diversity and help to promote a positive image of the school
- Parents/carers are expected to exercise mutual respect and due confidentiality when involved in school committees and programs.

Attendance

Parents/carers are expected to:

- Ensure that enrolment details for students are correct and updated, that their children attend school regularly and that when a child is absent from school, they advise the school as soon as possible
- Ensure that their children arrive on time to participate fully in the daily program.

Behaviour

Parents/carers are expected to:

- Parents/carers should work with the school to promote behavioural expectations in order to achieve a consistent approach that will support their child's learning and engagement.
- Communicate positively with teachers and work with teachers.

DIVERSITY IN THE SCHOOL COMMUNITY

Dromana Primary School aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

4. ACTIONS AND CONSEQUENCES

Dromana Primary School regularly acknowledges students' positive behaviours and celebrates successes in a variety of ways.

When students do not meet these expectations, a staged response is implemented consistent with Wellbeing policies.

EXAMPLES OF LOGICAL CONSEQUENCES

| Positive Behaviour | Inappropriate Behaviour |
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| <p>Positive behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebrations at whole school and area assemblies • Student of the Fortnight awards and achievement awards • Principal awards • Showcasing of student work publicly • Acknowledgement in newsletters • House points and house rewards day • Leadership opportunities • Positive feedback • The right to represent the school • Graduation and Awards night | <ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • Contact with parents • Undertaking individualised behaviour management programs focussing on agreed goals • Implement assertive discipline model based on positive reinforcement • Counselling • Withdraw privileges as necessary • Withdraw student temporarily from class • Hold Student support group meetings • Give the student in school detention • Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion. (in line with DEECD guidelines) |

Ongoing Behaviour Issues

Where students exhibit ongoing inappropriate behaviour patterns, a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour. This could include a behaviour contract
- **Explicit Teaching** of appropriate behaviours.

- **Monitoring and providing feedback** (student behaviour plan or contract)
- **Time Out:** allowing students a “Cooling Off” period
- **Withdrawal:** a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify inappropriate behaviour
- **Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff or outside agencies to assist with modifying behaviour
- **Detention** will be given to a student for serious and/or continual misconduct. Detention after school will only be imposed after parents/caregivers have received notification.
- **Suspension & Expulsion:** For serious disciplinary measures Dromana Primary School adheres to DEECD’s Student Engagement and Inclusion Guidance 2014: Student Engagement Policy. This Guidance operationalises Ministerial Order 625 - Suspensions and Expulsions, which takes effect from 1 March, 2014.

1. LINKS and REFERENCES AND APPENDICES

Links and References

| | |
|---|---|
| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines | http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm |
| School Accountability and Improvement Framework | http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm |
| Effective Schools are Engaging Schools | http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf |
| Disability Standards for Education | http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm |
| Safe Schools | http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm |
| Charter of Human Rights | http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/ |
| Equal Opportunity Act | http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm |
| Education and Training Reform Act 2006 | http://www.education.vic.gov.au/about/directions/reviewleg.htm |
| VIT Teacher Code of Conduct | http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf |

Appendix A: Reporting on Incident of Bullying / Harassment – Template

2. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This policy was last ratified by School Council on 2015



Appendix A

Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: _____

Date: ___/___/___

Name of student(s) who appears to have instigated bullying

Year/Class: _____

Name(s) of target(s)

Name(s) of witnesses

Did you observe the incident? Yes " No "

If 'No' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place? Verbal " Physical " Indirect " Cyber "
Other " Please

detail: _____

Was the incident of bullying: Mild " Severe "

Describe how you responded (Did you use a school anti-bullying practice?)

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| Describe how student responded to your intervention |
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| Where / when / time incident took place: |
| Location: _____ _____ |
| When: before school " recess " lunch " in class " after school " |
| Time: _____ : _____ am/pm |
| Date incident took place: _____ / _____ / _____ |
| Additional comments: |
| |