



Student Engagement & Well-Being Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

Table of contents

1. SCHOOL PROFILE STATEMENT	2
2. WHOLE-SCHOOL PREVENTION STATEMENT	2
3. RIGHTS AND RESPONSIBILITIES	7
4. SHARED EXPECTATIONS	8
5. SCHOOL ACTIONS AND CONSEQUENCES	9
6. REFERENCES	11

1. School profile statement

Vision

Ainslie Parklands Primary School seeks to give every one of its students the ability to learn to their highest potential, capitalizing on their personal qualities and unique talents whilst supporting and nurturing them in a stimulating and caring educational environment.

Values

The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.

RESPECT	Caring about ourselves, others and the things around us.
INTEGRITY	Being honest and fair.
OPTIMISM	Having a positive outlook and focussing on rewarding and enjoyable daily experiences.
CO-OPERATION	Working as a team
TRUST	Being honest

Ainslie Parklands Primary School seeks to give each student the ability to learn to their highest potential, capitalising on their personal qualities and unique talents whilst supporting and nurturing them in a stimulating and caring educational environment. The school is situated in the Croydon and our S.F.O. has remained at 0.42. Student numbers have increased in the past 4 years from 150 to 185. It is anticipated that the enrolment will stabilize at 190. We have a sustainable, well-planned and extensive playground area, a Frog Bog, chicken yard and water tanks for the toilets, and an orchard and vegetable garden which is maintained and utilized by our community. Our grounds support our play based learning program and cater for all students.

Children come to the school from a number of kindergartens and child-care centres, however the majority come from Maroondah Pre-school while over 90% of Year 6 students transition to Government secondary schools.

The school's open learning spaces were enhanced funded through the Building Education Revolution (BER). The separate hall and Performing Arts spaces are utilized by the school community after hours.

Staffing Profile consists of the Principal, a 0.6 Wellbeing and Special Needs coordinator, 10.6 EFT classroom teachers, including 2 graduates and 3.5 Education Support Staff.

The staff is well supported by School Council. Information and Communication Technology is integrated into regular classroom programs with Interactive Whiteboards, banks of computers, notebooks and ipads.

Classes are arranged in studios where there is an average of 22 students per teacher. There are six students on the Program for Students with Disabilities (PSD) receiving extra funded support; these students have Individual Education Plans, reviewed each term. Teachers differentiate the curriculum to cater for all needs. Specialist teachers are employed to provide Performing Arts, Visual Arts and Physical Education. Extra curricula activities include swimming programs, incursions and excursions to support different areas of interest in the curriculum. Individual music tuition is provided on a user pays basis.

The school is supported by a DET Social Worker and Psychologist. We connect with outsourced psychologists, occupational therapists, counsellors and speech pathologists to support programs for individual students.

2. Whole-school prevention statement

Ainslie Parklands Primary School places a great emphasis on continuing to nurture, enhance and sustain a safe, supportive and engaging school environment, by providing enhanced opportunities for students to be involved in their own learning and leadership programs. It continues to monitor and enhance a comprehensive whole school approach to issues of student absence and lateness.

3. Rights and responsibilities

3.1 Guiding principles

Every member of the 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.

3.2 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:

- 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
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 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 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

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 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.

At Ainslie Parklands Primary School, we 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. We make adjustments which take into account the student's learning needs and balance the interests of the student with the disability, the school, staff and other students.

In determining whether an adjustment is reasonable, we 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, parent, an advocate for the student, independent experts, or a combination of these people.

We will ensure that the student, parent or an advocate for the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the school. We will 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.

Consideration is given to all likely costs and benefits, both direct and indirect, for Ainslie Parklands Primary School, the student and parents 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.

3.5 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.

The school will provide a safe and friendly environment for students, staff and visitors and 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

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to a teacher. If a student sees a friend harassing another person, they should 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.

Subtle: (The most common)

They include:

- 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.

Explicit: (obvious)

They include:

- 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.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

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

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are 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 student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

We believe that how students behave contributes to the educational, social, emotional and physical development of themselves and those around them.

Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other. This also has a positive impact upon every student’s learning.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school’s educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school’s educational program and to attend regularly. Students should also be expected to 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 and will contribute to an engaging educational experience for themselves and their peers. • Apply themselves to their own learning and participate as a member of the whole school community. They will increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • 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 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours. • Ensure their child’s regular attendance • 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
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • 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.

4. Shared expectations

Ainslie Parklands Primary School has high expectations for the whole-school community which are:

- negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

Ainslie Parklands Primary School parents and teachers provide an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school’s values are, Respect, Integrity, Co-operation, Optimism and Trust which are encompassed in our vision and our belief that learning is a journey not a race; but given the chance we all make that journey all the same.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carers partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success

- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

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

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

At Ainslie Parklands Primary School, we 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
- utilisation of community resources such as Eastern Access Community Health and Community Renewal

5. School actions and consequences

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- "Student Wellbeing Process" will be implemented to support students whose behaviour is causing staff concern.

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers

- providing consistent school and classroom environments
- scaffolding the student's learning program.
- Safety Plan will be implemented if a child's behaviour becomes aggressive. (See Safety Plan)

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator,
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies
- adhering to Restorative Practices

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, we follow the procedures listed in section 4.3 of the DET guidelines published in **Effective Schools are Engaging Schools: Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers will be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess will be used for this work.

Where students are required to undertake school work after school, the time will not exceed thirty minutes.

The principal will ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school will negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

6. References

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

CERTIFICATION

This policy was adopted at the School Council meeting held at Ainslie Parklands Primary School on Wednesday 22nd February 2017