

Student engagement wellbeing policy



Rationale

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults

Aims

- To provide an educational environment which recognises, values and builds student wellbeing
- To develop students who are physically and emotionally healthy

School profile

Bunyip Primary School, established in 1880 is located in West Gippsland, 80 kilometres south east of Melbourne. It draws its students from the small local township, and surrounding farming area.

The school aims to:

- Develop self-disciplined, questioning and caring students
- Encourage children to reach their individual potential and experience success at school
- Provide a challenging and stimulating curriculum
- Support a positive, safe and friendly environment
- Encourage parents, teachers students and the community to work together as a team to further develop and improve the school
- Provide equal opportunity for all members of the School Community
- Encourage responsibility, independence, problem solving, active learning and creativity with all students
- Prepare students for future success in learning and life by building on their strengths and experiences

Our primary concern is to provide the best possible learning environment for all students and enhance their qualities, attitudes and skills which will enable them to adapt to change and have a positive outlook on life.

The school provides a quality, sequential seven year program in Key Learning Areas which is delivered in both composite and straight grades, supported by specialist teaching for Library, Science, Physical Education, Art/Craft and Literacy Support, and makes great use of appropriately trained parents in program delivery.

We have twelve spacious well equipped classrooms, an Art room and a Multipurpose room. As well as a fully automated Library, large School Hall, Computer Learning Centre, basketball courts, and extensive well maintained gardens and grounds.

The Computer Room is stocked with 28 computers. Interactive Whiteboards are in all classrooms to provide the latest and best learning technologies available to students.

Classroom netbooks and iPads are also provided for students across the school. These additional resources will further enhance this critical area of student learning in future years.

With in this context Bunyip Primary School maintains a continuing emphasis on:

- Improvements in literacy and numeracy
- Continuing professional development of all staff
- The expansion of parent involvement in school programs
- Commitment to Early Years Literacy project
- The use of Learning Technologies in classroom programs
- Successful implementation of all aspects of the School Strategic Plan and Annual Implementation Plan
- Continuing improvement and upgrading of facilities and classroom resources

Whole school prevention statement

Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy. This will lead to improvements in student motivation and connectedness to school which are both priorities in the new School Strategic Plan

- Our school will value and encourage student individuality, differences and diversity
- A culture of positive reinforcement and encouragement will permeate all facets of our school

Prevention strategies

- A Student Wellbeing team consisting of staff, parents, students and external agencies will be established to develop and oversee a whole school Student Wellbeing strategy
- Programs that provide for the emotional health of students, such as 'Games Factory', 'You Can Do It' and 'Alana & Madeline Social Skills Program' will underpin our curriculum
- The school will aspire to maintain very high standards of student behaviour and provide a safe, stimulating and supportive learning environment for all students
- The curriculum will be broad, will provide for the needs of individual students, and will be developed to cater for multiple intelligences
- Programs that support the wellbeing of parents and families will be available
- The school will provide a trained student welfare counsellor, and will access Department of Education regional and network staff with wellbeing and/or welfare expertise as required
- Programs dealing with issues such as Drug Education and Cyber Safety will form part of the school's Student Wellbeing program
- An active Student Junior School Council as a part of the school's decision-making team.
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues
- Student work and achievements will be regularly showcased and publicly recognised
- Progress towards our School Strategic Plan Goal and Targets in Student Wellbeing will be reviewed at least once per term

Rights and responsibilities

Our rights and responsibilities statement is guided by:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006

All members of the Bunyip School Community have the right to:

- Fully participate in an environment free of discriminatory behaviour, including –
- racist, sexist, ability-based, class-based, and homophobic forms of harassment, bully,
- vilification, violence, intimidation, abuse and exclusion
- Be treated with respect and dignity
- Feel valued, safe and supported in a positive and inclusive environment

All members of the Bunyip School Community have the responsibility to:

- Acknowledge their obligations under the relevant acts
- Participate and contribute to a learning environment that supports self learning and the learning of others
- Ensure they support and encourage all members of our school community

<p>All students have a right to:</p> <ul style="list-style-type: none"> • Learn and play in a happy, safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program to meet their needs 	<p>All staff have a right to:</p> <ul style="list-style-type: none"> • Teach and work in an atmosphere of order and cooperation • Receive support from the school community • Apply appropriate consequences if necessary 	<p>All parents have a right to</p> <ul style="list-style-type: none"> • Expect communication and participation in their child’s education • Expect a positive and supportive approach to their child’s learning • Be provided with a safe, respectful and supportive school environment
<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> • Be prepared to learn • Respect the rights of others • Follow the agreed school rules 	<p>All staff have a responsibility to:</p> <ul style="list-style-type: none"> • Build positive relationships with students as a basis for engagement and learning • Treat all members of the School Community with respect, tolerance, dignity and confidentiality 	<p>All parents have a responsibility to:</p> <ul style="list-style-type: none"> • Ensure students attend school on a regular basis • Promote respectful relationships • Abide by agreed decisions • Build positive relationships with staff, parents and students • Support the ethos of the school • Read and act on information in the School Newsletter

Bullying/cyber bullying

Rationale

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment

Aims

- To reinforce within the school community what bullying is, and the fact that it is unacceptable
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- To seek parental and peer-group support and co-operation at all times

Implementation

- Parents, teachers, students and the community will be aware of the school's position on bullying
- Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying
- The school will adopt a four-phase approach to bullying

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics, its effects on victims and the school's programs and response
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- 'You Can Do It Education' and 'Alana & Madeline Social Skills' programs are implemented across the school
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying
- All students to be provided with individual and confidential computer and network log ins and passwords. Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school's network and intranet
- Student Junior School Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'
- Electives and structured activities available to students at recess and lunch breaks

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others
- Classroom teachers and Principal on a regular basis reminding students and staff to report incidents of bullying
- Regular monitoring of student traffic on school's computer networks to identify potential problems

- Parents encouraged to contact the school if they become aware of a problem
- Pacific Room – a designated safe and quiet place for children to access at recess and lunch times

C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Students and staff identified by others as bullies will be informed of allegations
- Parents to be contacted
- Both bullies and victims will be offered counselling and support
- Removal of cyber-bullies from access to the school's network and computers for a period of time
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct
- If staff bullying persists the Principal will commence formal disciplinary action

D. Post Violation:

- Consequences for students will be individually based and may involve:-
 - exclusion from class
 - exclusion from yard
 - school suspension
 - withdrawal of privileges
 - ongoing counselling from appropriate agency for both victim and bully
- Reinforcement of positive behaviours
- Classroom Meetings
- Support Structures
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour
- Consequences for staff will be individually based and may involve:-
 - counselling
 - a period of monitoring
 - a formal support group
 - disciplinary actions

Shared expectations

School purpose

To provide children with appropriate skills, knowledge and behaviours that will enable them to build a successful future which is sustainable, innovative and builds strong communities in our increasingly global world.

“Learning for Life”

School values

Core values that underpin our whole school are:

- Learning
- Respect
- Teamwork
- Environmentalism
- Persistence

The following guiding principles clearly define the nature and purpose of Bunyip Primary School.

- To provide high quality educational programs in all Areas of AUSVELS
- To encourage our School Community to be co-operative, tolerant and thoughtful, and to foster self-respect, self-discipline, self-reliance and self-awareness
- To provide a safe, happy and stimulating work and play environment which incorporates a wide range of experiences emphasising exploration, discovery and active participation
- We value teamwork and cohesiveness and aspire to support the school’s shared vision, policies and procedures
- Our most important resource is people – their creativity, knowledge and understanding. We appreciate that every person has a valued role in our organisation, and we respect their workload and personal commitments
- We appreciate and value the School Strategic Plan as a means to continually improve our school, and we will endeavour to successfully implement DET policies and initiatives in a way that best reflects our School Community aspirations
- We seek to provide opportunities for all to be involved in the school’s decision making processes, to work in a consistent and open manner and to accept decisions in a constructive manner
- To assist students to develop their individual qualities, attitudes and skills which will enable them to adapt to change and become lifelong autonomous learners and make valuable contributions to a rapidly changing global community
- To encourage our school community to have a heightened concern about the local and global environment and to display a focus on building a better world for the next generation

Staff expectations

Engagement

- Teachers at our school acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching and student performance
- As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our ability

- We do not accept that students be provided with generic whole class lessons that do not allow for, or are not focussed upon, individual difference or need
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters where ever practicable
- Individual Learning Plans will be developed with each student and their parents identifying targets and achievement goals that reflect the curriculum and each child's individual needs
- Parents will be kept well informed of their child's progress, will be invited to be active participants in their child's learning, and will be provided with ongoing opportunities to improve their own teaching skills
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative 'whole child' learning strategies
- Sequential courses of study in all key-learning areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques
- Both extension and intervention opportunities will be provided for all students according to need
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities
- All teachers will undertake to enhance their skills by development and active involvement in personal professional development programs
- All teachers will be involved in peer coaching, peer assessment and PLT feedback

Attendance

- The school will promote regular attendance with all members of the School Community
- Monitor and follow up on absences at the end of each month

Behaviour

- To have a focus on student engagement and motivation to build self esteem and success rather than just punitive consequences for inappropriate behaviour
- To build a school environment based on positive behaviour, mutual respect and cooperation
- To establish well understood and logical consequences for student behaviour
- Our school will develop, through a process of wide community consultation, a Student Code of Conduct, which outlines amongst other things, agreed behavioural development and management strategies
- Our Code of Conduct will place significant emphasis on the development and recognition of positive behaviours
- All students will develop Individual Learning Plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement
- Building positive relationships will be key strategies employed to guide and develop student behaviour
- Positive student leadership training programs will be implemented across the school, but especially in the Senior School

- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits
- Positive student behavioural achievement will appropriately recognised
- An up-to-date database of student behaviour will be maintained
- All staff will undertake professional development on student behaviour and discipline management
- The School Curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance

Student code of conduct

The code of conduct for students at Bunyip Primary School has been formulated within and is consistent with DET guidelines and regulations.

We recognise that our school must provide all children with a safe and orderly learning environment that meets the needs of our children at all levels of their primary school life.

The code of conduct is based upon the following principles:

- all children have the right to be safe
- all children have the right to work and play without interference
- all children should be encouraged to be polite, courteous and well mannered
- all children will be encouraged to exhibit pride in their school
- teachers should expect to be able to teach in an atmosphere of order and cooperation
- parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment
- principal and staff have an obligation to implement the code of conduct fairly, reasonably and consistently

School rules

There are three basic school rules

1. Care for yourself
2. Care for others
3. Care for the school

Each year teachers will negotiate a set of classroom rules for their own grades that are consistent with the whole school rules.

- Positive and negative consequences for behaviour are to be developed and applied consistently.
- School and grade rules are to be displayed prominently around the school.
- Support services will be used on request from a parent or teacher.

School values

At Bunyip Primary School we have a consistent and positive approach to student management and behaviour that will foster a happy and safe school climate where personal responsibility and self discipline are developed. We are committed to strategies that:

- Model, encourage and recognise appropriate behaviour
- Accept and value differences and encourage tolerance, understanding and respect for others
- Require children to accept responsibility for their attitudes and actions
- Give positive reinforcement to improve self-esteem through classroom and school rewards

Classroom/specialist programs

Assertive discipline procedures

In the classroom the following procedures will be followed consistently by all staff

1. First Incident - A warning for inappropriate attitude or behaviour will be given and the student's name written on the board
2. Second Incident - cross will be placed by the student's name and they will receive 5 minutes at the 'time out' table
3. Third Incident – A second cross will be recorded and 10 minutes at the 'time out table will be the consequence
4. Fourth Incident – The student will be removed to the time out table in the 'buddy' classroom and a Detention Notice will be issued by the classroom teacher.

Serious breaches of the Student Code of Conduct that threaten the health and safety of students or staff will result in the immediate intervention of the Principal or his/her delegate and the DET sanctions of a suspension or expulsion will be applied.

Playground Behaviour

In the playground we:

1. follow instructions issued by the teacher
2. play in a safe and responsible manner
3. show tolerance and respect for other students
4. care for the school grounds and property

Staff will take a zero tolerance to misbehaviour in the playground, especially that behaviour that involves:

- Bullying – physical and verbal
- Injury to other students
- Inappropriate language
- Damage to school property

In the playground the following procedures will be followed consistently by all staff.

If a child breaks any of the playground rules their name is recorded in the Incident Book along with the appropriate details. The yard duty teacher can then:

1. Give a verbal warning
2. Remove the student to the designated area outside the staffroom
3. Issue a Re-Think or Detention Notice

4. Friday Reward Time Removal
5. Request the Principal or his/her delegate to apply more serious sanctions in line with DET policy.

All incidents will also be recorded and distributed via email to all staff members to ensure effective communication and follow-up is maintained

Teachers will be rostered for the first 22 minutes of each lunchtime. Students with recorded incidents will be called to detention at the start of lunchtime. They will be de-briefed by the duty teacher and then required to sit silently for the duration of detention. Detention notices that are issued must be signed by the parent and returned the following day or a further detention will be applied.

If a student receives 3 detentions in any term they will be placed on an individual Student Management Plan and Communication Book for the remainder of the Term and any further Detention Notices will result in suspension procedures.

Evaluation:

This policy will be reviewed as part of the school's School Review.

Ratified by School Council June 2016