

Lalor East Primary School



**Student Engagement
&
Well-Being Policy**

Mission Statement

**To educate students to strive for their personal best so they
become lifelong learners and effective citizens of the 21st
Century**

June 2014

Principal: Linda Baker

School Council President: Tim Challis

Table of contents

1. SCHOOL PROFILE STATEMENT	3
2. WHOLE-SCHOOL PREVENTION STATEMENT	4
3. RIGHTS AND RESPONSIBILITIES	6
4. SHARED EXPECTATIONS	10
5. SCHOOL ACTIONS AND CONSEQUENCES	11
REFERENCES	13

1. School profile statement

We believe that every child can learn and we are committed to ensuring that students develop to their full capacity. All of our planning, resources and programs are focussed on improving learning outcomes for each of our students so they can be lifelong learners who are numerate, literate and curious.

Lalor East Primary School is a moderately large school of around 380 students in the northern suburbs approximately 20 kilometres from the centre of Melbourne. Our attractive learning environment promotes a positive attitude to learning. Working together, students, staff and parents maintain our physical environment.

Parents are welcomed as partners in the education of their children at Lalor East Primary. Our shared common values across the school community are:

Caring, Respect, Cooperation, Honesty and Personal Best

Lalor East has a calm, friendly and cooperative atmosphere and has a relatively stable staffing profile. Students and staff expect to achieve their personal best as both individuals and within teams. Our school is committed to consultation through democratic decision-making, whole school planning and a systematic approach to assessment and reporting. Students' best educational interests and welfare are the reference point for all decision making.

2. Whole school prevention

Lalor East Primary is committed to a whole school approach that embeds student safety and wellbeing throughout all components of our work.

Lalor East Primary prides itself on providing an effective Values Education on a whole school level. Some of our effective strategies in place include a Start Up Program, Welfare Committee, a Student Welfare Coordinator, a committed and caring staff who have your child's wellbeing as a priority and strong curriculum resources such as The Life Education Van Program and Values Education posters and books. Our student leadership and Buddies programs promote self esteem and caring.

We aim to:

- develop in students a sense of responsibility for their own actions
- promote cooperation and respect in the school community
- encourage students to behave responsibly and safely
- develop a respect for the feelings, opinions, attitudes, rights and property of others within a secure environment
- establish guidelines for dealing with unacceptable behaviour
- ensure students, staff and parents are aware of the school's values and expectations of student behaviour
- develop a whole school/classroom cooperative approach
- assist students to build resilience.

2.1 Broad Guidelines

At the start of each school year the Values at Lalor East Primary will be revisited at a staff meeting.

In the first weeks of Term 1 teachers and students will work cooperatively on the Start Up Program. As each teacher and each group of students is not the same as any other, the specific expectations for one class will not necessarily be the same as another, however the school values will underpin all expectations. Specialist teachers will also establish class expectations.

A copy of each class's values, based on the school values, classroom expectations, as well as Mission Statement will be displayed in the classroom, in the main office area, and a copy provided for parents. An additional copy will be placed on the server.

In the first weeks of Term 1, classes will review the playground expectations. These will then be discussed by the Junior School Council who will assist in monitoring the playground expectations. The playground expectations will be placed in yard duty bags and reviewed when necessary.

Copies of Lalor East Primary School's ***Student Engagement and Wellbeing Policy*** together with our ***Values Education*** book, shall be readily available for all members of the school community; students, staff and parents. A copy is given to each new student on enrolment.

2.2 Parents

If and when a problem arises with a student while at school, parents are asked to make suitable arrangements with the class teacher and/or the Assistant Principal and Principal to facilitate a resolution to the problem.

- Parents are asked not to discipline other students and must refer any concerns to the appropriate person.
- Parents are expected to support and reinforce Lalor East Primary School's **Student Engagement and Wellbeing Policy** together with our **Values Education** and to communicate and work with teachers to ensure their child's behaviour does not interfere with their learning or the learning of others.

2.3 Teachers

- Teachers will use a variety of positive classroom strategies to reinforce desirable behaviour and provide students with positive recognition.
- Special activities and awards will reward desirable behaviour, encourage the children to care for one another and promote an awareness of the needs of others.
- The teaching of Values Education and social skills will be implemented throughout the school.
- In the first weeks of Term 1 each teacher will arrange to have a teacher in a nearby classroom as a 'support person'. Each 'support person' will provide a 'time out' location for children as required.
- A 'buddy' system between Early Years and Grade 5/6 children will be established each year.
- Communication about student behaviour is encouraged on changeover with specialists.
- Communication books for individual students between home and school will be used when required.

2.4 Playground Expectations

- Information about playground expectations is placed in yard duty bags.
- Playground good deeds and/or misbehaviours may be reported to the Principal/Assistant Principal. Consequences may be set after consultation with all concerned parties.
- In cases of severe or dangerous misbehaviour the initial steps in the hierarchy of discipline strategies may not be appropriate and the child may need to be removed immediately.

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 2010* 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.

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.

It is important to understand that with human rights comes a responsibility to **respect** other's human rights.

3.4 Students with disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with a 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.

3.5 Bullying and harassment

(a) 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.

Cyber bullying 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 or drawings)

Examples of cyber bullying behaviour are:

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

Cyber bullying 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 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.

If a student sees another person being harassed or bullied 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. Students are encouraged through Cyber Safety lessons to be Upstanders - people who report bullying.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

(b) Examples

Subtle (the most common) includes:

- 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) includes:

- 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 e.g. 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.

(c) Cyber bullying

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 (e.g. copyright) and visiting appropriate sites.

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 online
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something that is 'not quite right'. At home this would be a parent or carer or 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 who you feel comfortable with.

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

At Lalor East we have a 2 year Cyber Safety Scope and Sequence Chart with students in Prep/Foundation to Grade 6 participating in at least 2 Cyber Safety lessons per term. The Grade 5/6 students have an opportunity to become part of the Cyber Action Team whose mission is to reduce incidents of Cyber bullying and encourage others to be safe online.

(d) 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 • 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 • contribute to an engaging educational experience for themselves and other students • take greater responsibility for their own learning as they progress through school and participate as members of the whole school community • develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

(e) Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • 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 and punctuality • 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.

(f) 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 a safe orderly and cooperative environment 	<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

<ul style="list-style-type: none">• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	<p>environments</p> <ul style="list-style-type: none">• use a range of teaching strategies and resources to engage students in effective learning.
---	--

4. Shared Expectations

- whole school **Values Education** implemented through the **Start Up Program**
- maintaining a whole school culture of care and concern
- teaching and developing student social skills
- classroom discussions on bullying/cyber bullying
- positive peer relationships across all year levels; Peer Support and Buddy System
- in the playground the Buddy Stop Program will be established using student school leaders
- focus on positive student-teacher relationships
- use of a variety of specific anti-bullying components such as anti-bullying curriculum, anti-bullying posters and the teaching of bystander support skills
- Welfare Committee
- Student Welfare Coordinator
- opportunities for leadership: School Captains and Vice Captains, House Captains, Junior School Council, Peer Support Leaders, Cyber Action Team and Library Monitors.

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.

5.1 Classroom

(a) Positive strategies in the classroom

- non-verbal praise. e.g. smile, nod
- verbal praise
- stickers
- public recognition
- reward system in classroom e.g. House Points, beads in the jar, ticket in the weekly draw, extra computer time, free time
- Student of the Week award.

(b) Discipline strategies in the classroom

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

- eye contact - nonverbal warning
- values reminders - re state the values (don't get caught up in discussion)
- tactical Ignoring - not attending to attention seeking behaviour
- simple directions - keep directions simple, use please and thank you
- positive reinforcement - praise 'on task' behaviour as soon as it occurs
- blocking - state a direction repetitively and unemotionally
- choices/mediation/apology - give a choice that puts the responsibility back onto the student - don't negotiate options
- time out within classroom – if unacceptable behaviour continues, give a choice to change behaviour or move away from the group to a designated place within the room
- time out in another classroom - when inappropriate behaviour persists, the teacher may remove a student from the class (The 'buddy' system of teacher support will come into effect)
- withdrawal - the child may be withdrawn under the supervision of the Principal or Assistant Principal, as available or appropriate

- detention - lunchtime detention (including Yard Duty) and after school detention (with 24 hour notice given to parents as per DEECD guidelines)
- Contracts/Behaviour Cards - Parents and teachers will meet with the child to discuss behaviour and set expectations and consequences
- Student Support Services Educational Psychologist may become involved
- Suspension and expulsion – as per (DEECD guidelines).

Without exception Corporal Punishment is prohibited at Lalor East Primary School.

5.2 Playground

(a) Positive strategies in the playground

- non-verbal praise e.g. smile, nod
- verbal praise
- public recognition
- Student of the Week award
- Student Leaders taking on roles reinforcing positive behaviours.

(b) Discipline strategies in the playground

Inappropriate behaviours *in the playground* will be responded to through a staged response, including:

- values reminder
- blocking
- apology
- choices
- time out - isolation, with yard duty teacher, lunch time detention
- class teacher notified
- Coordinator notified
- Principal/Assistant Principal involved
- contracts/parents involved
- Student Support Services Educational Psychologist involved.

5.3 After school detention

Where students are required to undertake detention after school, (as per DEECD Guidelines) the time will not exceed 30 minutes for Lalor East Primary students.

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 detention would create undue hardship, the school may choose to negotiate alternative disciplinary measures with parents/carers.

5.4 Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in Ministerial Order 625 (Procedures for Suspension and Expulsion) which took effect on 1 March 2014.

These strategies also apply when attending an excursion, school camp, the Out of School Hours Care Program and when wearing the Lalor East Primary School uniform in public.

References

Student Engagement and inclusion Guidance 2014	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Student Engagement Policy	http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx
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/eo/eoact.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

Evaluation

The effectiveness of the Student Engagement and Well - Being Policy will be determined through:

- student attendance and punctuality records
- student retention data
- parent and student survey results
- integrated responses to parent, teacher and student surveys
- review of school incident records.