

Goornong Primary School



Student Engagement and Wellbeing Policy

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MESSAGE FROM THE PRINCIPAL

Dear Parents,

At Goornong Primary School we are committed to providing a safe and happy environment for all students who attend our school. This is based on the notion that everyone has the right to be treated with dignity and respect. The following *Engagement and Wellbeing Policy* is designed to support our school in offering a safe, secure and engaging environment in which to learn.

The policy is based on our school's values of respect, honesty, teamwork and care. We aim to recognise positive behaviours at school, in order to create an environment where these behaviours are valued and celebrated. When negative behaviour occurs, we aim to engage in a restorative approach to guide students to engage in more positive actions in the future.

I encourage parents to discuss the policy with your child/children and thank you for your support in helping us to promote a safe and engaging educational environment for all students who attend Goornong Primary School.

Yours sincerely,

Jason Cox

Principal

SCHOOL PROFILE

Goornong Primary School is an energetic and friendly rural school 30km north of Bendigo. The school has a long and proud history and remains a central figure in the strength of the small Goornong community.

Most of our school's students come from local farming families or from families living in the Goornong Township who work locally or in nearby regional centre of Bendigo.

The vision of our school is to prepare our students to become active, engaged and responsible citizens of the local and broader community. We aim to prepare students for the dynamic 21st century by fostering creativity, teamwork, resilience and flexibility. The school aspires to provide a contemporary approach to teaching and learning in a modern, purposeful learning environment.

Our school's purpose is to offer a friendly and caring environment that encourages each student to achieve their full potential. We want each child's journey through primary school to be full of enjoyment, academic achievement and personal development.

Honesty, teamwork, respect and care are our school's values and all students, parents and teachers are responsible for upholding these on each and every school day. Our purpose and values guide all decisions and actions with regards to teaching, learning and student wellbeing.

The curriculum at Goornong Primary School has a strong focus on developing students' skills in literacy and numeracy. Each student has their own individual improvement learning plan in literacy and numeracy, ensuring our curriculum focusses on the specific needs of each student.

In 2014 the school has an enrolment of 43 students working across two classrooms – Prep-Year Two and Years Three-Six. The school's staff consists of the principal, one expert teacher, one graduate teacher, a part-time business manager and part-time teacher's aide.

With specialist subjects including Art, Library, ICT, Physical Education, Sustainability & Environment and Music, students at Goornong Primary School are provided with skills across a variety of fields.

VALUES

Following an extensive process involving students, parents and school staff we have four 'core values' that reflect a common understanding within our school community.

**From the Goornong Primary School Strategic Plan 2013-2016*

1. Respect for yourself and others.
2. Care for yourself, your family, your friends, your school and your community.
3. Honesty and accountability for fulfilling your academic and social potential.
4. Teamwork in the way we learn, work and play.

Our school and community beliefs about behaviour and learning are supported by our school values:

Respect for yourself and others

- Act in a way that does not disrupt the learning of other students.
- Act in a way that allows teachers to help all students to learn.
- Play in a way that allows all participants to feel included.
- Wear correct uniform at all times.
- Care for and look after equipment and belongings of others.

- Value and respect individual differences.
- Return found items to the office.
- Speak nicely to all people.
- Use manners.

Care for yourself, your family, your friends, your school and your community

- Play safely and responsibly.
- Keep the school grounds litter free.
- Look after garden areas.
- Look after and care for school equipment.
- Play in appropriate play areas.
- Hygienic use of toilets at all times.
- Remain within school grounds unless permitted to leave.
- Practice safe bike use and road safety when travelling to and from school.
- Care for your personal belongings and equipment.
- Follow Sun Safety practices.
- Walk on the concrete paths and around buildings.
- Keep hands and feet to yourself.
- Follow teacher directions and requests.
- Move carefully around the school.
- Keep your work area and classroom tidy.

Honesty and accountability for achieving your academic and social potential

- Be on time for all lessons and activities.
- Ask for permission before touching other peoples' belongings.
- Come to school prepared with all necessary items.
- Observe the rules of your classroom.
- Be honest with yourself in the way you approach your work and the quality of work you produce.
- Admit when you have made a mistake.

Teamwork in the way we learn, work and play.

- Work cooperatively in a way that encourages all group members to participate.
- Consider all ideas when working or playing in a team.
- Treat all peers fairly.
- Include other students in games and activities.

RIGHTS

Student, Teacher and Parent Rights

- All students are to be valued and treated with respect.
- Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
- Teachers have the right to teach in an atmosphere of order and cooperation.
- Parents 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.
- Parents have an obligation to support the principal and staff in their efforts to maintain a productive teaching and learning environment.
- The principal and staff have an obligation to implement the *Student Engagement and Wellbeing Policy* fairly, reasonably and consistently.
- Positive relationships are to be encouraged amongst all students.

RESPONSIBILITIES

Student Responsibilities

- A responsibility to allow others to work without being bothered.
- A responsibility to participate in and complete classroom activities.
- A responsibility to respect others.
- A responsibility to take care of all property including school, personal and others.
- A responsibility to come to school and to be on time.
- A responsibility to obey school rules.
- A responsibility to take messages home.
- A responsibility to practise good personal cleanliness.
- A responsibility to be cooperative and fair at sport and play.
- A responsibility when on outside school activities to continue to obey school rules.
- A responsibility to be courteous and respectful to all people involved in school programs, including all visitors to our school.
- A responsibility to act honestly and accept the consequences of their actions.

Teacher Responsibilities

- A responsibility to ensure that all students are safe and happy in their school environment.
- A responsibility to treat all children fairly and respectfully.
- A responsibility to provide a tidy and engaging learning environment for all students.
- A responsibility to promote an environment, which maximises the opportunity of all students to strive for excellence.
- A responsibility to provide and promote positive role models for students at all times.

- A responsibility to inform parents of their child’s performance at school.
- A responsibility to treat all children equally, regardless of gender, race or religion.

Parent Responsibilities

- A responsibility to ensure your child attends school.
- A responsibility to ensure your child arrives at school well-rested and ready for the day ahead.
- A responsibility to support the *Student Engagement and Wellbeing* and *Uniform* policies.
- A responsibility to support the school in its efforts to maintain a positive teaching and learning environment.
- A responsibility to communicate all matters that may affect your child’s learning.
- When your child is absent, a responsibility to notify the school as to the reason.

CONSEQUENCES

Consequences are a result of behaviour. They can be positive or negative, depending on the type of behaviour. Consequences should be fair and predictable; and they should be related to the expectation.

Positive Behaviours

Expectations	Behaviours exhibited at each level	Consequences of behaviour
<ul style="list-style-type: none"> • Respect for yourself and others. • Care for yourself, your friends, your family, your school and your community. • Honesty for achieving your academic and social potential. • Teamwork in the way you work, learn and play. 	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • Respect and consideration of others. • Leadership. • Initiative. • Sportsmanship. • Excellent attendance. • Consistent effort. • Cooperative behaviour. • Pride in their personal presentation (wears school uniform). • Pride in the presentation of their schoolwork. 	<ul style="list-style-type: none"> • Awards and achievement certificates. • Participation in all school activities including camps and excursions. • Represents the school within the community. • Leadership roles. • Positive feelings such as happiness. • Verbal recognition and praise from teachers.

Negative Behaviours

Level	Student behaviour	Consequences of behaviour
1	<p>The student...</p> <ul style="list-style-type: none"> Disrupts other students in the classroom. Is uncooperative. Is disrespectful. Cheats, or plays in a way that is uncooperative. Engages in unsafe play. Unintentionally hurts others due to careless behaviour. Does not produce their best work or apply themselves to a learning task. Teases others. 	<ul style="list-style-type: none"> Naming of negative behaviour and how it is affecting others / self. Remind student of the expectations regarding their behaviour at this school. Playtime or lunchtime detention to complete unfinished learning tasks. Redirection to task or game. Sitting out within classroom or yard. Monitor behaviour.

Level	Student behaviour	Consequences of behaviour
2	<p>The student...</p> <ul style="list-style-type: none"> Continually breaches Level 1 behaviours. Continually disrupts / harms other students. Is disruptive, rude or insolent. Shows poor attitude. Refuses to follow instructions. Behaves in a manner that infringes upon the rights of others. Leaves the classroom without permission. Swears, fights or bullies (including cyber-bullying). Damages school property. 	<ul style="list-style-type: none"> Time out of classroom or playground. Discussion with principal regarding the behaviour and why it is unacceptable. Record of behaviour kept in school discipline book by principal. Parent contacted and informed.

Level	Student Behaviour	Consequences of Behaviour
3	<p>The student...</p> <ul style="list-style-type: none"> Continues to breach Level 2 behaviours. Demonstrates behaviour which may endanger the safety of staff or other students. Makes no effort to improve / address Level 	<ul style="list-style-type: none"> Parent meeting / discussion regarding school expectations. Establishment of behaviour management plan between principal, parents and student. Exclusion from playground for extended period of time until principal is satisfied that

	<p>2 behaviours.</p> <ul style="list-style-type: none"> Continues to demonstrate behaviours that ignore the rights of others. Demonstrates serious or dangerous violation of the code of conduct. Repeated bullying (including cyber-bullying). 	<p>student is able to meet expectations for appropriate behaviour.</p> <ul style="list-style-type: none"> Suspension of the student from school as per Department of Education and Early Childhood Development guidelines. Period of suspension to be decided by the principal. Record of behaviour kept in school discipline book by principal.
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Level	Student behaviour	Consequences of behaviour
4	<p><i>The student...</i></p> <ul style="list-style-type: none"> Fails to adjust behaviours displayed at Level 3. Is behaving totally unacceptably and is making no effort to improve. Presence at the school is detrimental to the education or wellbeing of others. 	<ul style="list-style-type: none"> Consultation with Department of Education and early Childhood Development regarding options. Parent meeting. Expulsion from Goornong Primary School.

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment IS NOT used at Goornong Primary School under any circumstances.](#)

These levels are to be used as a guideline only and the appropriate consequences to any given behaviour will be at the discretion of the principal or the nominated representatives according to individual circumstances.

STUDENT SUSPENSION

Students can be suspended if, while at school, travelling to or from school, or during an out-of-school activity (including travel there and back), they:

- Threaten or constitute a danger to the health, safety or wellbeing of any person
- Commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- Possess, use, or deliberately assist another person to use prohibited drugs or substances
- Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- Consistently interfere with the wellbeing, safety or educational opportunities of any other student
- Consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
- In determining whether to suspend a student the principal must also take into account: In favour of the student any special needs of a student who has an impairment; and The age of the student

DISCIPLINE TRANSFER

A student may, by order of the principal of a state school, be given a discipline transfer if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
- Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of Education and Training; or
- Fails to comply with any reasonable and clearly communicated instruction of a principal or teacher; or
- Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or
- Behaves in such a way which threatens the good order of the school's program or facility; or
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment; and
- The student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

POSITIVE BEHAVIOUR STRATEGIES

In an attempt to foster desired positive outcomes the Goornong Primary School is committed to utilising the following positive strategies:

Whole School Positive Behaviour Approach

Our *Whole School Approach to Positive Behaviour* is underpinned by respect - *respect for yourself, respect for others and respect for the environment*. Students will be explicitly taught and modelled the behaviours that are expected for each of these whilst at school. There are three levels to the implementation of the approach.

Level One

Teachers and support staff, in conjunction with the students, develop a set of appropriate behaviours that demonstrate that students are *respecting themselves, respecting others and respecting the environment*. Students who display these appropriate behaviours will be recognised and rewarded in the classroom and at assembly, to create a positive environment and a culture of positive behaviour. Examples include:

- Positive reinforcement.
- Recognise and celebrate positive behaviours.
- Encourage friendship.
- Develop respect and acknowledge differences.
- Encourage sharing, tolerance and compassion amongst all students.
- Enhance and encourage parent / teacher contact.

- Be actively involved with the children.
- Make special effort to observe, assist and involve children with problems.
- Be consistent and fair in applying logical consequences.
- Encourage organised, cooperative and fair play within our playground.

Level Two

There will be a small percentage of students who will need further interventions to develop these positive behaviours. These interventions may include counselling by the teacher or support staff person, or a meeting with the principal to restate the expected appropriate behaviour.

Level Three

One or two students may need greater intervention to ensure they behave in an appropriate manner. These interventions would include continued, regular counselling, the application of appropriate consequences, an Individual Behaviour Management Plan (with a focus on improving behaviour and engagement) with parents involved, involvement of outside student welfare agencies, and in the most severe of cases the implementation of suspension and expulsion procedures (as outlined in DEECD's *Student Engagement and Inclusion Guidance*).

BULLYING

All members of Goornong Primary School have the right to feel happy and safe at all times!

What is bullying?

When someone is bullied they are regularly and over time exposed to negative and harmful behaviours. Bullying can include;

- **Physical bullying** – such as fighting, pushing or invading someone's personal space.
- **Verbal bullying** – such as name calling, offensive language, put-downs, picking on people because of disability, race, gender or religion; as well as making up stories about others.
- **Non-verbal bullying** – such as rude gestures and offensive body language to another.
- **Victimisation** - including stand over tactics, teasing, picking on others, threats to "get" people; and hiding or damaging others property.
- **Exclusion** – such as deliberately leaving people out of activities, without justification.
- **Racial discrimination** – such as vilifying students on racial grounds (which is illegal).
- **Cyber-bullying** – using technology such as the internet, email, mobile phones or other digital communications technology to harm others.

Reporting Bullying

- All members of Goornong Primary School have a responsibility to report bullying, whether it happens to them or to someone else. Bullying should be reported to the principal or classroom teacher in a confidential (one-to-one) manner.
- Parents who become aware of bullying are encouraged to report this to the principal who will investigate the claim and report to the parents a viewpoint which may include a plan for further action. Confidentiality will be observed at all times.

Anti-Bullying Program

- Implementation of *Whole School Approach to Positive Behaviours*.
- Recognition of positive behaviours through student achievement awards for resilience, organisation, getting along, confidence and persistence.
- Time spent in class defining the term bullying.
- Time spent in class identifying the behaviours that constitute bullying.
- Time spent in class on the possible impacts of bullying on victims.
- Use of common language amongst students and staff regarding anti-bullying, such as “no put-downs.”
- Regular structured activities at play and lunch times to encourage and assist students to develop the skills to play fairly.
- Consequences for positive behaviour.
- Consequences for negative behaviour.

SCHOOL ATTENDANCE

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

Goornong Primary School has a number of strategies in place to maximise the level of student attendance. These strategies include:

- Explaining to parents the importance of regular attendance and punctuality at parent/teacher forums, in the newsletter and in our enrolment information pack.
- All teachers marking the attendance roll for each half of the day for their class as a legal requirement, with attendance data recorded electronically by office staff using the CASES 21 management system.
- Reporting to parents on the number of absences for their child.
- Having an expectation that parents provide a reason for all absences whether by sending a note or by ringing the school. (three unexplained absences to result in a phone call home to determine the reason).
- Providing meaningful and engaging curriculum and a safe and supportive learning environment, where students feel valued and experience success.
- Awards and certificates to students who achieve 100% attendance over a term.

HEALTHY & RESPECTFUL RELATIONSHIPS (INCLUDING SEXUALITY)

Healthy and respectful relationships education focuses on supporting students to challenge negative attitudes such as discrimination and harassment; and promote inclusiveness and respect for all.

At Goornong Primary School we:

- Teach Personal, Social and Community Health as part of the Victorian Curriculum.
- Teach and practice strategies for students to promote their own and others' health, safety and wellbeing.
- Implements the Child-Wise Personal Safety Education Program to teach students about their own feelings relating to wellbeing and how to build safe networks and relationships (<http://www.childwise.org.au/page/21/wise-child-protective-behaviours>).
- Engage the DET School Nurse to support students' understanding of transitions associated with puberty (Grade Five-Six).
- Support students to apply strategies that can be used in situations that make them feel uncomfortable or unsafe.
- Promote and respect diversity with regards to gender, ethnicity, background and cultural or religious belief.

CHILD ABUSE AWARENESS & PREVENTION

In response to the Betrayal of Trust Report regarding child abuse in the community, Victorian Government Schools, including Goornong PS, are committed to ensuring the safety and wellbeing of young people. The following section relates to the school's regulatory requirements in relation to the Child Safe Standards (Standard 7).

- Goornong Primary School is committed to providing a safe, inclusive and supportive environment for students.
- We encourage student and parent engagement in safe school operations and build the capacity of students and parents to understand their rights and responsibilities.
- From 2017 the school will implement the Child-Wise Personal Safety Education Program to teach students about how to be more assertive and resilient to risks and how to tell someone if someone is harming them (<http://www.childwise.org.au/page/21/wise-child-protective-behaviours>).
- When gathering information about alleged misconduct or abuse, the school will listen to the complainants account, checking for understanding and taking detailed notes.

POLICY EVALUATION

Date Reviewed	24.10.2016
Approved By	School Council
Approval Authority (Signature & Date)	
Communication Procedures	<ul style="list-style-type: none">▪ Parents –Via school office, enrolment pack and at beginning of each school year.▪ Staff – Via Induction pack.
Next Review Date	Annually by teachers and any recommendations taken to school council. October 2019 by school council.

APPENDIX A - STAGED RESPONSE TO DEALING WITH STUDENT BEHAVIOUR

“Behaviour we ignore is behaviour we accept!”

1st – a friendly verbal reminder that the student is engaging in negative behaviour.	<ol style="list-style-type: none">1. Remain calm and be pleasant.2. Give rights based warning, <i>“Billy, your talking is disrupting other students. Please be quiet.”</i>3. Allow take-up time.
2nd – a second verbal reminder that the student has continued to engage in the negative behaviour and that if the behaviour continues there will be a consequence (such as removal to a quiet space, name on board or missing out on a portion of playtime).	<ol style="list-style-type: none">1. Remain calm but more assertive.2. Reassert, <i>““Billy, your talking is disrupting other students.”</i>3. Give choice, <i>“If I have to speak to you again you will have to...”</i>
3rd – verbally identifying the behaviour for a third time and enforcing the consequence.	<ol style="list-style-type: none">4. Follow through with graded consequences:<ol style="list-style-type: none">a. Move student to another seat or quiet space.b. Remove student from learning space for time out.c. Arrange restorative discussion between Principal and student.

STUDENT ENGAGEMENT & WELLBEING POLICY AGREEMENT

- (Please tick) I have read and discussed the *Goornong Primary School Student Engagement and Wellbeing Policy* with my child/children.

STUDENT/S

YEAR LEVEL

Signature of Parent / Carer

Signature of Student/s

/ /

DATE

***Please keep your copy of the *Student Engagement and Wellbeing Policy*, and return this agreement to the school at the beginning of the school year.**