

Student Engagement & Wellbeing Policy

1. MISSION STATEMENTS:

1.1 STAFF:

We aim to build a caring and compassionate community where the values of equality, respect and honesty are evident in all we do and say; we support and encourage children to have confidence to achieve self-improvement within a framework of high expectations.

1.2 STUDENT:

I am supported in my learning;
I am encouraged to do my best;
So that I achieve my full potential.

2. INTRODUCTION:

Student Engagement consists of three components: behavioural, emotional and cognitive. At Concongella Primary School all three areas are regarded as having equal importance when providing the educational environment for students.

3. RATIONALE:

The Department of Education Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

4. SCOPE:

All members of the Concongella School Community; Enrolled students, Teachers, Staff members, parents/care givers, families and stakeholders.

5. PURPOSE:

To relate to and be consistent with the 'Effective Schools are Engaging Schools: Student Engagement policy Guidelines', in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour.

Concongella Primary School promotes a positive school environment with emphasis on connectedness to school and community, positive regard to students, staff and families and clear communication between staff, students and families. The school encourages all students to be thoughtful about their behaviour and help them to learn to make good choices. The school

encourages educational achievement and excellence and foster individual student voice. The school believes that this approach results in increased attendance and reduced inappropriate behaviour.

6. SCHOOL PROFILE:

Concongella Primary School is a small rural school 5 kilometres east of the city of Stawell. The site is spacious with an oval, fitness track, a fenced basketball court, two playgrounds and a sheltered area. Concongella Primary School is a part of the Grampians Small Schools Cluster which includes Halls Gap, Great Western and Pomonal Primary Schools.

Concongella Primary School sees its core purpose as developing in its students the knowledge, skills, values and attributes that will enable them to become productive contributors to the school, local community and society in general. The school encourages the maximum participation of students in all areas of the curriculum and supports students to perform at their own best level. The school promotes its welcoming family atmosphere of caring, sharing and helping one another at all times and promotes the country values of honesty, openness and friendship.

The school community believes that activities conducted outside the school environment greatly enhance the children's experiences. The school conducts an excursion and camping program and participates in inter school Group Days with parental support.

The school continually looks to improve its position and perception within the wider community. The school community indicates that the community feel to the school is one of its main strengths as well as the positive commitment by the staff.

7. WHOLE SCHOOL PREVENTION:

At Concongella Primary School our culture is built on the values of caring, compassion, equality, respect, honesty, support, encouragement, confidence, improvement and high expectations. These values are embedded across the curriculum involving social and emotional intelligence resources and practices. All classroom activities are permeated with the values listed above and activities are structured to ensure all children achieve positive outcomes.

The school adopts a range of strategies to promote student engagement, attendance and positive behaviours through programs such as the Concongella PS ClassDojo Behaviour Management system, Concongella Awards Night and a stimulating and supportive educational environment.

8. RIGHTS AND RESPONSIBILITIES:

The Charter of Human Rights and Responsibilities Act (2006) outline a vision for human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The Equal Opportunity Act (1995) sets out the types or grounds for discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of gender, races, religions, political convictions and age.

Concongella Primary School expects high standards of behaviour from students based on co-operation, mutual responsibility and self discipline. The school promotes positive, non-discriminatory relationships among students, parents, staff and the wider community.

8.1 Whole School Values:

The students and staff at Concongella Primary School:

Support:

- be **caring**
- be **community** minded
- demonstrate **respect**
- be **supportive and supported**

Encourage:

- give and receive **encouragement**
- show **compassion**
- value **equality**

Achieve:

- be **honest**
- display **confidence**
- strive to **achieve self-improvement**
- embrace **high expectations**

8.2 Whole School Rights and Responsibilities:

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To feel safe and secure at all times	To ensure the principal is aware of all unsafe behaviours
To receive support in difficult situations	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

8.3 Students:

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn
To be listened to	To report all bullying
To have access to an excellent education	To show commitment to their own learning

8.4 Staff:

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self esteem To communicate positively with parents and peers
To expect students to follow the Engagement Policy of the school	To follow the Engagement Guidelines To use logical consequences and restorative practices

	To provide a duty of care to students To keep records of significant disciplinary actions
To expect students to engage in learning	To deliver the best teaching practises To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents

8.5 Parents:

Rights	Responsibilities
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Ensure students attend school and have the appropriate learning materials and attitude
To be contacted when the child continually disregards the School Engagement policy or is involved in a major incident	Promote and engage in respectful relationships between all stakeholders (staff, parents, students, community members)

9. ANTI BULLYING STATEMENT:

The staff and students of Concongella Primary School, supported by parents, are committed to providing a safe, secure and stimulating environment for all students. Our students have the right to be treated with respect, courtesy and kindness regardless of age, appearance, gender, social and academic abilities or cultural or religious background. They have the right to learn and play without the disruptive influences of others. This means that anti-social behaviours, including bullying and cyber-bullying, are unacceptable.

9.1 Definition of Bullying:

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

9.2 Types of Bullying:

There are three broad categories of bullying.

- **Direct physical bullying** e.g. hitting, tripping, and pushing or damaging property.
- **Direct verbal bullying** e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- **Indirect bullying** - This form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone’s social reputation and social acceptance

- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

9.3 What Bullying is Not:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict**, in mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike**, unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation** are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

9.4 Rationale:

Every student has the right to feel safe from bullying at school. 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.

9.5 Aims:

- To ensure the school community knows and understands what bullying is and that it is unacceptable
- To have a school community that understands and accepts the responsibility for reporting to school teachers incidents of bullying, whether as observer or victim
- To ensure that all incidents of bullying are followed up appropriately
- To ensure that support is given to both victims and perpetrators

9.6 Implementation:

- That parents and students understand what bullying is – be provided with relevant documentation
- That staff have access to professional development and professional resources relating to bullying, harassment and strategies that counteract them
- That students are provided with detailed teaching to develop understandings about bullying
- That students are responded to discreetly and confidentially when reporting bullying incidents
- Parents be encouraged to contact school if they become aware of a problem
- That a series of consequences are established following an incident

- Incidents fully documented
- Both bully and victim are counselled when an incident occurs
- Administration of surveys if appropriate
- If bullying is ongoing parents will be contacted

9.7 Consequences:

Consequences may include –

- Usage of the negative procedures from the Behaviour Train
- Exclusion from yard or class
- Lunch time or after school detentions
- Withdrawal of privileges
- Ongoing counselling for both victim and bully
- Ongoing monitoring of all those involved
- School suspension
- Acknowledgement of positive behaviour

9.8 Anti-Bullying Code for display in school buildings:

ANTI-BULLYING CODE

- Every pupil in this school has the right to enjoy learning, free from intimidation both in school and the surrounding community.
- Our school community will not tolerate any unkind actions or comments, even if these are not intended to hurt or offend.
- Any repeated unkind action or comment will be considered to be

10. SHARED EXPECTATIONS:

Concongella Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviour for our school community. Our shared experiences are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

10.1 Staff Engagement:

The principal and staff will:

- Uphold the right of every child to receive a quality education
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Identify the diversity of the school community and deliver teaching and learning, educational and community services inclusive and responsive to student needs
- Develop flexible teaching and learning styles to engage different learners
- Deliver curriculum and assessment that challenges and extends student learning
- Develop positive relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice developing a positive school culture

10.2 Attendance:

In compliance with Departmental procedures school staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences

10.3 Behaviour:

Concongella Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response. Professional development opportunities will be provided to staff to build their capacity in positive classroom management and dealing with differing levels of behaviour. The values base of the school will be employed when dealing with differing levels of behaviour.

All teaching staff will utilise the ClassDojo Behaviour Management system.

An individual behaviour contract will be negotiated with children and parents where there is difficult, repeated inappropriate behaviour.

10.4 Student Engagement:

All students will:

- Support each other's learning by behaving in a respectful manner
- Have high expectations that they can learn
- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a safe, inclusive and happy learning environment
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

10.5 Parents/Carers Engagement:

All parents/ carers will:

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- Parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner
- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that when a child is absent from school, parents/carers advise the school as soon as possible
- Parents/carers should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school
- Abide by the Concongella Primary School Complaints Policy

10.6 Inclusion:

Concongella Primary School adopts a policy of 100% inclusion of all students of all abilities, gender, race, religion and other criteria. Activities deemed to be exclusionary by any member of the school community are not deemed acceptable.

This extends to camps, excursions, incursions, class activities, school yard activities, curriculum, rewards, consequences and standardised testing such as NAPLAN.

11. ATTENDANCE:

Attendance will be promoted with practices reflecting the DET philosophy of 'It's Not OK to be Away'

All absences will be monitored daily and if there has been no explanation from parents/carers in relation to an absence after three days the Principal or delegate will contact the parents/carer.

Ongoing unexplained absences will result in a formal attendance conference being organised which may lead to the establishment of a Student Support Group.

12. CAMPS AND EXCURSIONS:

Camps and excursions occur throughout the school year and follow a developmental pattern to enable all students to access out of school experiences relevant to their stage of development.

12.1 Aim:

To provide experiences for students outside of the school setting that:

- Compliment and enrich the classroom programs
- Provide learning experiences that students would otherwise not receive
- Provide extended social interaction with peer, from this school as well as others
- Encourage independence and responsibility

12.2 Camps Developmental framework:

- **Prep-2 students** will be offered a one night ‘sleep-over’ at the school, inclusive of activities and meals.
- **Grades 3-4 students** will be offered an educational 2 night camp to Swan Hill Pioneer Settlement (Even years) and Cape Bridgewater Camp (Odd Years)
- **Grades 5-6 students** will be offered an experiential 3 night camp at Mt Buller Ski Resort (Even Years) and Central Australia (Odd Years)

12.3 Excursions:

Excursions will be relevant to curriculum requirements and class work.

13. SCHOOL ACTIONS AND CONSEQUENCES:

Failure to abide by the student engagement policy on the part of the student will result in actions and consequences being used by the school. The school will ensure that fair and consistent discipline is used at all times and underpinned by the school values of equality and respect.

Examples of actions and consequences:

- Individual Learning Plans being altered
- Class Dojo- both rewards & consequences
- Individual Behaviour contract
- Student Support Group meetings with parents, student and staff
- External support services
- Counselling

13.1 Detention Procedures:

Teachers may require a student to finish work which 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 may be used for this work.

Further procedures detailing after school detention are available in the Schools Reference Guide. www.education.vic.gov.au/management/governance/referenceguide/

13.2 Suspension Procedures:

Will be in accordance with the Student Engagement Policy Guidelines

www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/

14. SUNSMART PROCEDURES:

Our Sun Smart policy has been developed to ensure that all children attending this school are protected from skin damage caused by the harmful ultra-violet rays of the sun. It is to be implemented in Terms 1 and 4. As part of general Sun Smart strategies, our school will:

14.1 Scope:

Mandatory for Terms 1 & 2 and recommended with the ability to enforce at teacher discretion. For example: Excursions, School Sports etc.

14.2 Behaviour

- ensure that children will wear a broad-brimmed hat which protects the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions). Failure to adhere to this policy means students will be restricted to shaded areas during recess and lunch
- work with the parent community to promote and provide SPF 30+ broad-spectrum, water-resistant sunscreen for staff and student use whenever possible
- encourage children to use available areas of shade for outdoor activities
- request staff and parents to act as role models by practising Sun Smart behaviours
- allow time before attending recess, lunch break and other outdoor activities, for students, particularly the younger ones, to apply their sunscreen

14.3 Curriculum

- incorporate programs on skin cancer prevention into the curriculum at all grade levels
- regularly reinforce Sun Smart behaviour in a positive way through newsletters, parent meetings and student and teacher activities
- ensure the Sun Smart policy is reflected in the planning of all outdoor events (eg. camps, excursions, sporting events, group days, etc.)

14.4 Environment

- provide, whenever possible, sun protective clothing items as part of the school uniform
- schedule outdoor activities before 11:00 am and after 3:00 pm daylight savings time (10 am. and 2 pm. other times) whenever possible
- organise outdoor activities to be held in areas of shade whenever possible
- work toward increasing the number of shelters and trees so as to provide adequate shade in the school grounds

14.5 Evaluation

Constant scrutiny and reviews of the effectiveness of these measures will be undertaken.

There will be:

- a periodic review of the Sun Smart behaviour of students, staff, parents and visitors and make recommendations for improvement
- an assessment of shade provision and usage and make recommendations for increases in shade provision

An update and promotion of curriculum material relevant to Sun Smart activities.