

# ATHOL ROAD PRIMARY SCHOOL



## STUDENT ENGAGEMENT & WELLBEING POLICY

Produced in consultation with the school community

To be read in conjunction with DEECD'S  
*'Student Engagement and Inclusion Guidance'*

Principal: Ruby Toombs  
School Council President: Delvine Sliwinski

## TABLE OF CONTENTS

1. School Profile	3
2. School Values & Belief	4
3. Whole School Prevention	5
- Universal Strategies	
- Targeted Strategies	
- Individual Strategies	
4. Rights and Responsibilities	10
5. Shared Expectations	13
6. School Actions and Consequences	14
7. Policy Review Process	16
8. References and Resources	17

### **Athol Road Primary School Vision**

*“Create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible”*

#### **1. SCHOOL PROFILE**

Athol Road Primary School is located in Athol Road in Melbourne’s south east. It caters for students from a wide range of culturally and linguistically diverse backgrounds. The majority of students attending Athol Road Primary School live within the rectangle bounded by Heatherton Road in the north, Harold Road in the south, Corrigan Road in the east and Springvale Road in the west.

The student population of approximately 350 students represents:

- 16 different cultures speaking 32 different languages
- 80% of students who speak a language other than English at home
- 70% of families in receipt of the Education Maintenance Allowance
- 11 students funded through the Program for Students with Disabilities
- 2 Koori students and 23 students with refugee status

These factors contribute to the school’s high Student Family Occupation index which is in excess of 0.8. Student transience is low with approximately 78% of students who commence at the school in Prep completing Year 6. Demographic data indicates growth in excess of 450 students by 2017.

The school aims to promote a secure, happy and well resourced learning environment while providing a wide range of learning opportunities which cater for the individual needs of the student body. The school’s multicultural diversity is a special feature which flavours all school programs and provides a background for teaching tolerance, understanding, respect, caring, honesty and responsibility for self and others. A dedicated, multi-skilled team of staff is committed to providing purposeful and meaningful learning experiences that optimise learning for all students in an atmosphere of mutual respect and cooperation. Every teacher is responsible for the learning and wellbeing of every student. There is a strong focus on building Athol Road Primary School as a professional learning community (PLC) where teachers plan collaboratively to deliver student learning at point of need. The school’s staffing profile consists of an aggregate of 41 equivalent full-time staff: 2 Principal Class, 30 teachers and 10 Education Support staff and 2 Kindergarten assistants. There are 11 teachers classified as Classroom Teacher 1 (CT1), 10 as Classroom Teacher 2 (CT2) and 2 as Classroom Teacher 3 (CT3). The average age of the teaching staff is 39 years. Turnover of staff has been low with incoming staff generally backfilling leave positions.

Athol Road Primary School focuses on creating a vibrant learning community where a comprehensive, innovative curriculum approach is based on AusVELS outcomes and indicators. The English as an Additional Language Companion to AusVELS is used as an extension of the literacy program to support and report on the learning of the large number of students with limited exposure to English. Students commence Prep with very low levels of language and steadily build through Years 1 and 2 but still enter Year 3 behind their English speaking peers with the expectation of completing the National Assessment Plan for Literacy And Numeracy (NAPLAN) which is a significant challenge for these students. The school’s Strategic Plan identifies oral language development as crucial in the building of strong literacy and numeracy skills and this is supported as a focus in the Annual Implementation Plan. The development of a whole school Assessment Schedule, closely linked to the Department of Education and Early Childhood Development’s (DEECD) 12 - 18 Month improvement Strategy, provides clear direction for the collection of data to drive teaching and learning. Recognition that on-going teacher professional development is the biggest determinant in improving student learning outcomes impacts significantly on School Council’s budgetary decisions and the school’s commitment to whole-school professional development to build common understandings to ensure learning is personalised to meet the needs of each student.

Students are taught to work collaboratively in an atmosphere of mutual respect and cooperation, to think laterally, make their own decisions and be responsible for their actions with the school’s successful achievements reflected in the Attitudes to School survey results. The school forges links with the local community to provide a depth of extra-curricular activities and opportunities for students. Performances in the areas of academic achievement, sport, performing arts and cultural and artistic achievement are a feature of the school which runs Student Council, Peer Mediation, Junior and Senior choirs, School Band, Guitar Club, Wakakirri, Joining the Chorus, Active After School Activities and clubs. The school highly values the expertise of our teachers and the role of parents as partners in the educational process.

School Council runs:

- an on-site 4 year old kindergarten program with an annual enrolment of 66 students many of whom travel from outside the local community and around two thirds of whom enrol in Foundation at the school
- an on-site 3 year old kindergarten program with an annual enrolment of 20 – 24 children
- a playgroup which operates two days a week with strong links to the City of Greater Dandenong early childhood program: Best Start
- an Out of School Hours Care Program that services the needs of the school community

# ATHOL ROAD PRIMARY SCHOOL VALUES & BELIEFS

WE VALUE	BELIEF STATEMENTS	PRINCIPLES [How in principle do we respond]	PRACTICES [What practices are aligned with this principle and its underlying belief]
<b>RESPECT</b> <b>Fair</b> <b>Caring</b> <b>Good</b> <b>Communicators</b>	We all have a role to play in building a culture where people respect themselves, others and the community. Respect is a right and a responsibility	We respect ourselves by accepting and valuing who we are We respect others by treating them fairly and appreciating different views We respect our community by welcoming newcomers and helping each other	<ul style="list-style-type: none"> <li>• Build an environment of cooperation through an atmosphere of positive interactions and belonging</li> <li>• Value individual and cultural differences</li> <li>• Engage in interactions that are mutually respectful</li> <li>• Represent ourselves and the school with pride</li> <li>• Act with care and compassion in all situations</li> </ul>
<b>INNOVATION</b> <b>Creative</b> <b>Problem Solvers</b>	In an environment which is continually challenging, engaging and adaptive, innovation is fostered	We collaborate to design creative ways of working in order to take on new, forward-thinking approaches	<ul style="list-style-type: none"> <li>• Build whole-school understandings and beliefs around teaching and learning which is our principle focus for innovation</li> <li>• Set standards and targets for improvement which are modified in the light of experience</li> <li>• Integrate explicit teaching, cooperative learning and one on one tutoring into our teaching models</li> <li>• Enhance the learning network beyond teachers and students</li> <li>• Constantly reflect on current practice and collaborate to build upon it</li> </ul>
<b>COMMUNITY</b> <b>Team Players</b> <b>Positive/Tolerant</b>	The health of the Athol Road Primary School community rests on the mutual trust, respect and understanding that exist within our members.	We promote a positive, partnership between school and the community based upon mutual respect and the belief that community participation is a shared responsibility that enhances educational opportunities for all	<ul style="list-style-type: none"> <li>• Value the experiences of our diverse community</li> <li>• maintain effective communication</li> <li>• provide opportunities for parents to develop skills to assist their own children to learn and to participate in the educational programs that are running in your school.</li> <li>• Build connections with local community groups</li> </ul>
<b>HIGH EXPECTATIONS</b> <b>Hard Working</b> <b>Knowledgeable</b> <b>Balanced</b>	Learning happens across all stages of life, in a variety of ways and encompasses formal and informal learning. Everyone has the ability to learn if they are provided with the opportunities and the support required to be successful in their learning	We work to the best of our individual and collective abilities, personally, socially and academically to promote learning success	<ul style="list-style-type: none"> <li>• Build positive relationships that develop self-esteem and self efficacy</li> <li>• Provide firm guidance, challenge and stimulus through a rich, varied curriculum that builds on students' experiences</li> <li>• Teach to a broad range of learning styles and multiple intelligences</li> <li>• Infuse multicultural content throughout the curriculum to develop cultural sensitivity</li> <li>• use authentic assessments that promote student reflection, critical inquiry and problem-solving that validate children's different intelligences, strengths, and learning styles.</li> <li>• actively engage students in rich, experiential curricula that connects to their interests, strengths, and real world activities.</li> </ul>

### 3. WHOLE SCHOOL PREVENTION

The culturally diverse community of Athol Road Primary School strongly believes in the development of life skills; encompassing successful academic achievement and social interaction. The foundation of our positive school culture is the valuing of the contribution of all members of the school community. The school promotes an environment where students feel safe and valued through a strong, proactive student welfare and behaviour management program based on teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviours.

School Council and the school Leadership regularly consult with students, parents, support organisations and the broader community to ensure the school continues to be responsive to student needs. The school provides opportunities for students to take on meaningful responsibilities within the school community and beyond including classroom and area protocols and student forums including Student Leadership, Student Council and Peer Mediation.

The belief that students need to be engaged in their learning underpins the school's positive culture. Through the on-going provision of whole school professional development, the school leadership actively engages in improving teacher practice particularly in differentiating the curriculum to respond to the diverse learning needs of the students. Effective teaching, inclusive and engaging curriculum are promoted through professional learning teams that use data to effectively drive teaching and learning. Well-being support structures are in place to address the needs of individual students, groups of students and the school as a whole. Student well-being is the responsibility of every staff member. Additional support is provided by the school psychologist, speech therapist, well-being officer and supportive leadership. Further support is provided by a range of external support agencies and resources.

#### ATTENDANCE

Athol Road Primary school understands that regular attendance at school maximises a student's ability to learn and a teacher's ability to teach effectively. All absences should have a significant reason. While unnecessary absence hinders a student's learning, ill students should not attend school. Parents are required to contact the school by telephone or letter when their child is absent from school. The school strongly promotes the Department of Education and Early Childhood Development's 'Every day Counts' guidelines and actively implements 'It's not OK to be away' strategies.

It's Not OK to Be Away promotes two key messages:

- Student attendance is the responsibility of everyone in the community
- Effective Schools monitor, communicate and implement strategies to improve regular school attendance, as this is a prerequisite for improving educational outcomes.

The school monitors student attendance with a particular emphasis on eradicating unexplained absences. Office staff issue formal letters when the school is not advised of the reason for an absence. Teachers follow up with a phone call when a student is absent in excess of two days. In extreme cases support is sought from regional office.

#### WHOLE SCHOOL POSITIVE BEHAVIOUR MANAGEMENT: Universal Strategies

Staff use the restorative practices approach to encourage engagement and build respect and responsibility. Circle time is a regular practice in each learning space and forms the basis for respectful communication and relationship building. This is supported by a Whole School Behaviour Management Program based on fairness and self-responsibility. Twice each term students who have behaved appropriately in the yard are rewarded with a fun activity organised by the Student Council. Such activities include: wheels session, electronics session, movie and popcorn and disco, with the end of year activity being a whole school half day session at one of the local pools.

All staff members at Athol Road Primary School are responsible for all students and are expected to exhibit a caring attitude and accept an active role in the guidance of all students at the school as they are important role models. All staff members at Athol Road Primary School are part of a team and, as such, rely on the help and support of other members of staff. The Principal and Assistant Principal are always accessible and available to discuss any problems or matters of concern at any time, particularly areas relating to:

- |                                      |   |
|--------------------------------------|---|
| a) serious signs of physical neglect | b) lack of medical attention or obvious physical deficiencies |
| c) inexplicable learning problems    | d) suspected physical, mental, emotional and sexual abuse     |

It is important that staff are consistent in order that students are clear about what is expected of them. Staff are required to adhere to the Student Engagement and Wellbeing policy.

Athol Road Primary School has five basic school rules:

1. Be in the right place at the right time
2. Treat everyone with courtesy
3. Work and play in a safe cooperative manner
4. Listen to and follow all reasonable instructions
5. Treat the property of the school and others with respect

## **EXPECTED BEHAVIOUR IN RELATION TO SCHOOL RULES**

### **1. BE IN THE RIGHT PLACE AT THE RIGHT TIME**

Students:

- are to remain in the school grounds at all times unless approval is given by the Principal.
- are only allowed inside the school buildings whilst under teacher supervision.
- must only play in their own area of the school ground unless directly supervised by a teacher.
- are to keep away from the designated out of bounds areas.
- not to play on the adventure playgrounds before/after school unless under parent supervision.

### **2. TREAT EVERYONE WITH COURTESY**

Students:

- use manners when speaking to peers and adults
- regulate their tone and manner appropriately according to audience

### **3. WORK AND PLAY IN A SAFE AND COOPERATIVE MANNER**

Students:

- walk whilst moving around corners of buildings, breezeways and the canteen area.
- enter and exit at appropriate gateways.
- cross Athol Road and Springvale Road at the supervised children's crossing or lights.
- must not retrieve balls from the roof areas of the school or the neighbours' houses.

Students

- only Year 4 - 6 students are permitted to bring their bicycles to school.
- bringing bicycles to school must wear a helmet
- must not ride bicycles etc. in the school grounds between 8.30am and 3.45pm on school days.

Students must:

- wear school uniform as outlined in the school policy.
- not wear thongs to school.
- not wear make up or earrings other than sleepers or studs.

Students must not:

- throw stones, sticks, sand or dirt or anything else of potential danger.
- play with hard balls unless under the supervision of a teacher.
- climb trees, fences or any part of the school building.
- bring potentially dangerous articles to school.
- bring glass containers to school.

### **4. LISTEN TO AND FOLLOW ALL REASONABLE INSTRUCTIONS**

Students must:

- listen to instructions from an adult and ask clarification questions if unsure
- use common sense when asked to do something by a peer

### **5. TREAT THE PROPERTY OF THE SCHOOL AND OTHERS WITH CARE AND RESPECT.**

Students will:

- dispose of their litter in the appropriate bins.
- not play ball games, other than bat tennis and four square, near window areas

The school rules are basic expectations that any parent would expect. At the beginning of each year teachers and students in each learning space, collaboratively develop rules specific to their learning space that are consistent with the whole school rules in order to build common understandings regarding interaction with each other and staff. These rules are displayed in classrooms, published in the newsletter and discussed with students on a regular basis.

## **WHOLE SCHOOL PROGRAMS: REWARDS**

Students who exhibit appropriate behaviours are rewarded:

1. IMMEDIATE rewards may include stickers, stamps, house points and raffle tickets, etc.
2. MEDIUM term rewards may include a weekly prize draw, student of the week awards, praise and acknowledgement in the newsletter and at assembly
3. LONG term rewards may include Reward Time participation: 2 per term

### **CONSEQUENCES FOR MINOR MISDEMEANOURS IN THE YARD: Targeted Strategies**

A MINOR misdemeanour is one which does not constitute either SERIOUS DANGER to others or WILFUL DAMAGE to property. The Yard Duty Folder is carried by yard duty teachers at recess and lunchtimes. Teacher's initials, date and details of the rule broken are entered next to the student's name in the Yard Duty Folder. The program works on a one week cycle and a new cycle commences each week.

#### **First Minor Misdemeanour:**

The incident is discussed (yard duty teacher and the student/s) using restorative practices language.

1. The student is warned about the behaviour.
2. The incident is recorded in the yard duty folder as a WARNING.

#### **Second Minor Misdemeanour on the same day/in the same week:**

The incident is discussed (yard duty teacher and the student/s) using restorative practices language.

1. The incident is recorded in the yard duty folder as a TIME OUT.
2. The student is placed in time out for 15 minutes at lunch time from 1.15pm – 1.30pm where they will receive further counseling using the restorative practices model.
3. Students who misbehave in time out will be treated as third offenders.

#### **Third Minor Misdemeanour on the same day/in the same week:**

The incident is discussed (yard duty teacher and the student/s) using restorative practices language.

1. The incident is recorded in the yard duty folder as an IN-SCHOOL DETENTION.
2. Student is removed from the yard and recorded for in-school detention for the following day where they will receive further counseling using the restorative practices model.

Fourth Minor Misdemeanour = 1<sup>st</sup> serious misdemeanour because of repetition: Referral to the Principal/Assistant Principal

### **CONSEQUENCES FOR SERIOUS MISDEMEANOURS: Individual Strategies**

A serious misdemeanour constitutes the committing of either a fourth minor misdemeanour or serious danger to a student or wilful damage to property. All serious offences are to be referred to the Principal.

- The Principal will seek the assistance of Student Services Personnel where deemed necessary.
- The classroom teacher will be consulted during the 'discipline' process.
- Official documentation process commences which may lead to outside intervention processes

#### **First Serious Misdemeanour**

1. Student reports to the Principal.
2. Parents are required to attend a conference with the Principal
3. Student is placed on in-school detention the following day where they will receive further counseling using the restorative practices model.

#### **Second Serious Misdemeanour:**

1. Student reports to the Principal/Assistant Principal
2. Parents required to attend a conference with the Principal and other appropriate personnel
3. Student placed on in-school detention and a behaviour modification program/communication book instigated.
4. Official documentation process continues

#### **Third Serious Misdemeanour:**

1. Student reports to the Principal.
2. A formal inquiry will be organised in order to consider appropriate placement for the student.
3. Official documentation process continues

A cumulative record of all playground offences will be maintained. Data is used to develop statistical analysis in relation to six forms of Anti Social behaviour.

**ANNOYING** This relates to student behaviour towards other students. The incident can relate to a Warning, Time Out or In School Detention for this behaviour in the yard.

School Rule: Treat everyone with courtesy  
Action: Teasing, name calling, breaking up games, stalking, distracting others from work

**AGGRESSIVE** This relates to student behaviour towards other students. The incident is always recorded as a Time Out or In School Detention. A warning is not given for physically aggressive behaviour.

School Rule: Work and play in a safe, cooperative manner  
Treat everyone with courtesy  
Action: Fighting, hitting, kicking, punching, shoving, spitting, throwing sticks and bullying

**RACIST** This relates to student behaviour towards other students. The incident is always recorded as a Time Out or In School Detention. A warning is not given for racist behaviour.

School Rule: Treat everyone with courtesy  
Action: Racist language, racial discrimination

**SEXIST** This relates to student behaviour towards other students. The incident can relate to a Warning, Time Out or In School Detention for this behaviour in the yard.

School Rule: Treat everyone with courtesy  
Action: Sexist language, swearing, sexual discrimination, pulling down pants: self and others

**UNCOOPERATIVE** This relates to student behaviour towards other students or staff. The incident can relate to a Warning, Time Out or In School Detention for this behaviour in the yard.

School Rule: Be in the right place at the right time  
Listen to and follow all reasonable instructions  
Treat the property of the school and others with respect  
Action: Wrong place, wrong time, not wearing hat, constantly disruptive in class, not doing homework, forgetting reader, littering

**UNSAFE** This relates to student behaviour towards other students, staff or school property. The incident can relate to a Warning, Time Out or In School Detention for this behaviour in the yard.

School Rule: Work and play in a safe and cooperative manner  
Action: Playing with sticks, climbing trees, throwing sand, playing in a dangerous manner

### **BEHAVIOURAL MODIFICATION TECHNIQUES**

- Evaluate expectations for students concerned: Are you expecting too much? Not enough?
- Remove privileges and give the student a realistic chance to re-earn them.
- Change student's seat or grouping.
- Use Isolation area in learning spaces, school ground, in-school detention with consistency
- "Grandma's Law" i.e. When you clean up your mess you may have your lunch, etc.
- Reinforce appropriate behaviour by positive reinforcers:
  - A. Social
  - B. Preferred activities individual/group
  - C. Contrived reinforcers eg. stars, tokens, stamps, etc.
  - D. Group reinforcers - student earns points for team or grade
- Make a contract, in writing, with the problem student and their parents. This method relies on incentives for the student to modify specific behaviour over a period of time.
- Train students to accept responsibility for their actions. ie. Natural or logical consequences for actions. If you damage something - you must fix it.
- Devise a program for the disruptive student which you will follow persistently and consistently.
- Use the School Incentive schemes to reward good behaviour

**STOP, THINK, DO** is an approach that helps students to manage their behaviour and resolve conflict or make positive decisions in conjunction with the restorative practices chat.

### **STOP**

- Students STOP and look at the problem
- How am I feeling?
- How are the other people involved feeling?

### **THINK**

Students look at the various options that they have identified to solve the problem based on COOL, WEAK or AGGRO  
Students consider the consequences of each option

### **DO**

Students make a decision and choose the option they believe is a COOL option  
If students believe they have made the wrong choice they should go back to the THINK stage and reconsider all options and consequences.

## **INCLUSION, WELLBEING AND TRANSITIONS**

Athol Road Primary School clearly understands that student well-being is a shared responsibility between home, school and the community. The school has established a range of programs to support inclusion, wellbeing and transitions.

A low number of students enrol in the school after attending intensive language teaching at the local English Language School. A strong, shared transition program operates between the school and the Language School to ensure that student transition is smooth and seamless.

A strong transitions program supports students at all levels within the school:

- Preschool to Kindergarten – a weekly playgroup operates two days a week on the school premises with access to school programs and facilities and is included in school celebrations
- Kindergarten to Prep - an on-site kindergarten with access to school programs and facilities. Visits to and from other local kindergartens are organised.
- Annual transitions with a special focus Year 2 to Year 3 and Year 4 to Year 5
- Year 6 to Year 7 – Reciprocal secondary college visits and activities
- New students to the school

The Program for Students with Disabilities:

- ensures students with disabilities or impairments participate in purposeful and meaningful learning experiences based on their individual needs.
- provides the support necessary for students with special needs to make positive progress.
- ensures all curriculum programs are inclusive of all students.
- develops an awareness and acceptance of people with disabilities.

Out of Hours School Care, Active After School Programs , Breakfast and Homework Clubs run in conjunction with local community groups and support student well-being, attendance, engagement and learning. The partnerships formed with local community organisations such as the Lions Club, Best Start, Interfaith, School Readiness and Good Beginnings provide many benefits for the school community.

Students are supported to extend their skills and interests through a range of clubs and special activities provided by staff and external agencies. A strong Student Leadership Program provides students with the opportunity to better understand the democratic decision-making process and develop their leadership skills in various roles and responsibilities, such as, School Captains, School Vice Captains, House Captains, House Vice Captains, Peer Mediators and members of the Student Council. Student Voice is also valued at the school with many opportunities for all students to share their opinions and have input in decision making related to their learning and environment.

Parent participation is a special feature of our school and School Council reviews its Parent Participation Policy, as is the case with all policies, on a regular basis to ensure parents have maximum opportunities to engage with the school on all levels as the new school culture evolves.

Athol Road Primary School is a KidsMatter school. Kidsmatter is a mental health and wellbeing framework and provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. Athol Road Primary School incorporates a range of programs and resources to support student's mental health and wellbeing. These include:

- Social and Emotional Learning Scope and Sequence
- Health Education Scope and Sequence
- Strong Values Education Program that permeates all aspects of schooling
- Gr8 People
- Specific Social Skilling Programs, such as: Bounce Back, RAMP and Success for Boys
- Online Student Tracking Tool to monitor Koorie students and those identified as being 'at risk'

## **INTENSIVE LITERACY AND NUMERACY PROGRAMS**

Developing literacy and numeracy competence is a priority across the school. Trends show that our CALD students commence school in Foundation with very low levels of literacy, they slowly build their competence in Years 1 & 2 and begin to catch up with their English speaking peers in Year 3 and beyond. Students are supported in Literacy and Numeracy through:

- School specific Language Support Program: Foundation - 2 incorporating intensive oral language support using speech therapists and educational support staff
- Identified students participating in Literacy and Numeracy Intervention
- EAL strategies for targeted students
- Essential Learnings in Literacy and Numeracy
- Personalised Learning whereby students are taught at their 'point of need'

## PROFESSIONAL LEARNING

The belief, that high level teacher knowledge and skill is crucial to improving student learning outcomes, drives the professional learning program at Athol Road Primary School. There are two main foci:

- whole school professional learning opportunities related to the school's goals and priorities as outlined in the School Strategic Plan and Annual Implementation Plan
- personal professional development related to individual needs.

Whole school professional development centres around building a Professional Learning Community and implementing a whole school Personalised Learning approach to teaching and learning. The school has a strong coaching program to cater for individual needs of teachers in the different stages of their career.

Building Leadership Capacity is vital to improved teacher practice. Participation in the Melbourne University skill building program, the Bastow Institute Literacy and Numeracy coaching and emerging leaders programs all play a vital role in building leadership sustainability.

## 4. RIGHTS AND RESPONSIBILITIES

The Student Engagement and Well-Being Policy has been developed in consultation with students, staff and the school community and ratified by School Council. It is referenced to the Disability Discrimination Act 1992, Equal Opportunity Act 2010, the Charter of Human Rights and Responsibilities Act 2006 and the Education and Training Reform Act 2006

The Disability Standards for Education 2005 outlines enrolment, participation, curriculum development, student support services and harassment and victimisation obligations on schools and the rights of students under the Disability Discrimination Act 1992. Athol Road Primary School takes all reasonable actions to ensure that students with disabilities are able to participate in education and training on the same basis as other students through taking into account student learning needs and balancing these with the interests of everyone affected: the student with a disability, education provider, staff and other students.

The Equal Opportunity Act 2010 sets out the types of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, people of all races regardless of their religious or political convictions, their impairments or their age. Under the act it is unlawful to discriminate against a person on the basis of age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental/carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation or personal association with a person who is identified by reference to any of the above attributes.

The Charter of Human Rights and Responsibilities Act 2006 sets out a list of 20 rights that reflect the four basic principles of Freedom, Respect, Equality and Dignity. The Charter outlines a vision of human rights for all Victorians, affirming 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 and to consider human rights when making decisions and delivering services by:

- Encouraging compliance with the Charter
- Supporting others to act compatibly with the Charter
- Respecting and promoting human rights

All members of the Athol Road Primary School community have a right to feel valued and respected in a safe and supportive environment that encourages freedom of thought and expression and is free of any form of discriminatory behaviour. Staff, students and parents share the responsibility for creating this environment.

*Students have the right to:*

- a safe, secure environment in which to learn and play without interference by others
- be treated in a fair and respectful manner
- a learning program which meets their individual learning needs
- express their opinion in an appropriate manner.

*Students have a responsibility to:*

- be prepared to learn and work to their full potential
- respect the rights of others to work and play without interference
- attend school every day unless ill
- take care of their own and the property of others
- use positive language and refrain from teasing and 'put downs'

*Staff have the right to:*

- be informed on matters relating to conditions of employment
- work in a safe environment which is orderly and cooperative
- be respected and supported in their roles

*Staff have a responsibility to:*

- be actively involved in building a school environment that is safe, caring and purposeful
- represent the school positively in the community
- present themselves in a professional manner
- implement school policies and procedures
- establish positive relationships with other staff, students and the wider community
- be welcoming and receptive towards parents
- document and implement sound assessment and reporting practices

*Parents have the right to:*

- Expect themselves and their children to be treated fairly and respectfully in a safe environment
- Expect that the learning program meets their student's specific needs
- Actively participate in their student's learning
- Be informed about their student's progress in language they understand

*Parents have a responsibility to:*

- maintain a positive home/school environment
- build positive relationships with members of the school community
- ensure their children attend school every day unless ill and bring the appropriate learning materials
- support the school in the provision of learning opportunities for their children
- reinforce the values of Athol Road Primary School

## **ANTI-BULLYING**

Athol Road Primary School aims to create an environment in which all members of the community feel safe and secure and are not subjected to bullying or harassment. All members of the community share this responsibility. The term "bullying" is when a person or group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

Acts of bullying include:

**Physical bullying** includes fighting, pinching, hitting, kicking, spitting upon, pulling hair, tripping, pushing, shoving, intentionally using any other unwelcome physical contact to intimidate or hurt someone or taking or damaging the property of others

**Verbal bullying** includes teasing, taunting, swearing, threatening, name calling, insults, using offensive language, inappropriately talking to or about others because of their physical appearance, abilities, disabilities, race, gender or religious beliefs

**Social bullying** includes excluding others from games or activities, spreading rumours, ostracising or ganging up on others

**Physiological bullying** involves intentionally making others feel uncomfortable, using stand-over tactics or intimidation.

**Sexual bullying** includes touching or brushing against someone in an unwanted sexual manner, making sexual oriented jokes, drawing or writing about someone's body, making unwanted invitations of a sexual nature, using rude names or commenting about someone's morals and asking questions about someone's private life.

**Cyber-bullying** involves the use of email, text messages, chat rooms, internet or social media to humiliate others. Cyber bullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of the online community. Being involved in online spaces, either at school or at home, requires students to behave responsibly through:

- the language used and the things said
- how others are treated
- respecting the property of others
- visiting appropriate places

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate places and spaces to work and contribute
- protecting the privacy of others
- being proactive in letting someone know if there is something not quite right

Athol Road Primary School community believes in the following principles:

- Everyone in the school community has the right to feel safe and secure and to be able to learn or teach, grow, socialise and improve their self esteem in a happy, healthy environment
- All members of the school community will seek to stop bullying by indicating to bullies that certain behaviour is unacceptable
- Individuals who bully or harass other people will be made to accept the appropriate consequences of that undesirable or unwanted behaviour.
- Parents, students and staff will work together to eliminate bullying within the school.

Athol Road Primary School adopts a four-phase approach to all forms of bullying.

Primary Prevention:

- PD relating to bullying including cyber bullying, harassment and counter measures.
- The school community educated about the seriousness of the impact of bullying,
- Community awareness and input to bullying, its characteristics and the school's programs and response.
- Programs that promote resilience, life/social skills, assertiveness and conflict resolution
- Yard duty statistics analysed on a weekly basis and acted upon, as appropriate
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying
- Students provided with confidential computer/network log ins and passwords with processes to track student activity on the school's computer equipment and network.
- A vigilant and accountable approach to monitoring computer use, especially the use of online communities
- A vigilant and accountable yard duty roster for teachers
- Mobile phones not to be brought to school unless with special permission
- Curriculum to include anti-bullying messages and strategies
- Student leaders, staff and students to promote the philosophy of 'No Put Downs'.
- Electives and structured activities available to students at recess and lunch breaks.

Early Intervention:

- Encourage children and staff to report bullying incidents involving themselves or others.
- Regular reminders to students and staff to report incidents of bullying.
- Students will be taught appropriate behaviours and assisted to recognise those which are not acceptable, and be encouraged to identify "bullies".
- Students will be made aware of various strategies when dealing with bullies either directly or indirectly.
- A Peer Mediation Program, featuring conflict resolution and mediation skills will be provided for students
- Regular monitoring of student traffic on school's computer networks
- Parents encouraged to contact the school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.

Intervention:

- Each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Parents to be contacted.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- Removal of cyber-bullies from access to the school's network and computers
- If bullying persists parents will be contacted and consequences implemented consistent with the school's Behaviour Management and Internet Protocol

Post Violation:

- Consequences will be individually based and may include exclusion from class or the yard, withdrawal of privileges, ongoing counselling
- Reinforcement of positive behaviours.
- Support Structures and rewards for positive behaviour.
- Ongoing monitoring of identified bullies.

## 5. SHARED EXPECTATIONS

Athol Road Primary School has a set of shared expectations to ensure that the rights and safety of all members of our multicultural community are respected.

Athol Road Primary School is a unique, diverse community of learners whose focus on:

- building                      **Respect**
- encouraging                **Innovation**
- valuing                        **Community**
- setting                        **High Expectations**

fosters a RICH learning environment in which each individual is challenged to grow emotionally, intellectually and socially to achieve their personal best. The belief that every student can learn is inherent in every decision the school makes.

The building of supportive, caring relationships is the school's core building block and central to every aspect of school life. Students are taught to work cooperatively with others, to think laterally, make their own decisions and be responsible for their own learning and behaviour.

The school's richly diverse multicultural community works together to create a well-resourced, orderly learning environment which caters for the needs of each individual and acknowledges and celebrates achievements. Cultural diversity flavours all school programs and provides a background for teaching tolerance and respect.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, are committed to implementing a forward thinking, student focussed curriculum which is engaging, challenging and sustainable in order to equip students for the demands and opportunities of a changing society. What teachers think, what teachers do and what teachers are, at the classroom level, drives the school focus for continuous improvement. The school operates a model of sharing that builds capacity, within levels and across the school, to improve teacher knowledge, understandings, skills and practices to transform teaching through:

- collecting relevant data to explicitly drive teaching
- building teacher professional learning on an individual and whole school level
- implementing a curriculum that is integrated and scaffolded to support student learning with a particular focus on oral language development to build strong literacy and numeracy skills
- sharing and transferring knowledge and good practice

The school strives to foster the potential talents of our students by enriching their bodies, minds and creativity through a diverse range of extension activities that enhance the formal curriculum and challenge students to achieve excellence in a wide range of cultural and sporting activities both within the school and the wider community.

The school recognises the importance of the home/school relationship and encourages parent participation at a range of levels. In cooperation with parents and the community, staff establish high expectations for all students as the standard and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable and responsible citizens. Multicultural ethnic aides and interpreters are used extensively to maximise participation.

An enthusiastic School Council and wider parent network are encouraged to participate in the decision-making process and facilitate effective communication throughout the community.

### ATTENDANCE

Students are expected to:

- come to school on time and be ready to learn every day that the school is open to students.
- Where students are unable to attend school, parents are required to phone school on the day of absence or provide a note to the teacher on the day of their student's return to school.

Parents are expected to:

- ensure that all enrolment information is current
- that their child's attendance at school is regular
- the school is informed of the reason for absence

Teachers are expected to:

- maintain accurate attendance records
- monitor student attendance
- follow up all absences in excess of one day
- advise the office of regular extended absences

## **ENGAGEMENT**

Students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- take pride in their efforts

Parents are expected to:

- support the school in its efforts to educate students to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- keep the school informed of any changes in the child's environment relevant to the school
- actively support their child's learning by building a positive relationship with the school

Teachers are expected to:

- implement an inclusive curriculum that meets the needs of all students in their care
- have high expectations of all students relevant to their capabilities
- foster student pride in their work, behaviour and the school

## **BEHAVIOUR**

Students are expected to:

- produce work that reflects their true ability
- behave in a way that supports their learning and that of others and reflects school rules
- understand that bullying, including cyber bullying, violence, inappropriate language and disrupting the learning of others is unacceptable

Parents are expected to:

- work with the school to create a home/school partnership that supports their child's learning and engagement with school and peers.

Teachers are expected to:

- build positive relationships with students
- support students to take responsibility for their learning and behaviour

## **6. SCHOOL ACTIONS AND CONSEQUENCES**

Athol Road Primary School is committed to providing a safe, secure learning environment free from disruption so all students have the opportunity to develop to their maximum potential. A positive student welfare and behaviour management program operates within DEECD guidelines and regulations and aims to assist students acquire control, respect and co-operation with each student assuming full responsibility for his/her own behaviour. Under no circumstance is corporal punishment permitted at the school. The school and its students, have a responsibility to promote values and ideals which will lead towards a fair, effective and just Australian society in the future.

Restorative practices support the creation of a positive classroom environment in which students help to formulate shared protocols and support the positive, whole school behaviour program.

School Rules are jointly negotiated, owned and implemented by all members of the community and underpinned by the agreed values. Consideration and respect for the property and reputation of the school are reflected in our whole school rules which are:

1. Be in the right place at the right time.
2. Treat everyone with respect.
3. Work and play in a safe, co-operative manner.
4. Listen to and follow all reasonable instructions.
5. Treat the property of the school and of others with care and respect.

## **APPROPRIATE BEHAVIOUR**

Athol Road Primary School acknowledges students who meet the shared expectations outlined in the policy through a combination of intrinsic and extrinsic positive recognition and encouragement. Appropriate behaviours include:

- showing respect for self and others
- being supportive and cooperative
- responding positively to advice and/or support
- caring for and helping others

**INAPPROPRIATE BEHAVIOUR**

The whole school behaviour management program outlines six types of behaviour as being inappropriate:

- Annoying and Aggressive
- Racist and Sexist
- Uncooperative and Unsafe

When students demonstrate any of these behaviours, a staged response is implemented consistent with the school’s behaviour management policy. This is implemented in conjunction with the restorative approach to:

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

**BEHAVIOURAL CONSEQUENCES:** The focus is on acknowledging and rewarding positive behaviour.

APPROPRIATE BEHAVIOUR	IN APPROPRIATE BEHAVIOUR
<p><b>IMMEDIATE REWARDS</b></p> <ul style="list-style-type: none"> <li>• Positive verbal feedback</li> <li>• Classroom Recognition</li> <li>• Stickers, stamps, house points and ‘Do the right thing in the yard’ raffle tickets</li> </ul> <p><b>MEDIUM REWARDS</b></p> <ul style="list-style-type: none"> <li>• Weekly prize draw</li> <li>• Whole School Assembly Recognition:               <ul style="list-style-type: none"> <li>○ Stars of the Week certificates</li> <li>○ Do the Right Thing in the Yard award</li> <li>○ Verbal Acknowledgements</li> <li>○ Behaviour Certificates</li> <li>○ Attendance Certificates</li> </ul> </li> <li>• Newsletter Recognition</li> </ul> <p><b>LONG TERM REWARDS</b></p> <ul style="list-style-type: none"> <li>• Reward Time: Twice a Term</li> <li>• Reports</li> </ul>	<p>Follow the school behaviour management program which operates on a weekly basis. Each week commences with a clean slate.</p> <p><i>1<sup>st</sup> Misdemeanour in the week: Warning</i></p> <ul style="list-style-type: none"> <li>○ Implement restorative chat with both parties</li> <li>○ Specific outcome agreed by both parties for future interaction</li> <li>○ Incident documented and Warning issued</li> </ul> <p><i>2<sup>nd</sup> Misdemeanour in the same week: Timeout</i></p> <ul style="list-style-type: none"> <li>○ Implement restorative chat with both parties</li> <li>○ Specific outcome agreed by both parties for future interaction</li> <li>○ Incident documented</li> <li>○ Time out issued: counselling</li> </ul> <p><i>3<sup>rd</sup> Misdemeanour in the same week: In School Detention</i></p> <ul style="list-style-type: none"> <li>○ Implement restorative chat with both parties</li> <li>○ Specific outcome agreed by both parties for future interaction</li> <li>○ Incident documented</li> <li>○ In school detention: counselling</li> </ul>

**WHOLE SCHOOL PRACTICES**

Athol Road Primary School implements a whole school approach to student management to ensure consistency and fairness. Student engagement, regular attendance, positive behaviours and relationship building are central to classroom practices through:

- student participation in the development of classroom and whole school expectations
- differentiating the learning according to individual learning needs
- acknowledging the achievements of all students
- a clear expectation that everyone is responsible for their own behaviour
- providing an environment that is conducive to engagement in learning

**CONSEQUENCES PRIOR TO SUSPENSION AND/OR EXPULSION**

Where students exhibit on-going behaviour patterns a range of strategies are used including:

- Withdrawal of privileges
- withdrawal from the classroom if the behaviour interferes with the rights of others to learn
- Behaviour Management Plan agreed to by teacher and student and implemented over an agreed period of time
- Explicit teaching of appropriate behaviours
- Counselling to modify inappropriate behaviour
- Meeting with Principal: parent informed
- Meeting with Principal and parent
- Student Support Group Meeting involving parent and or relevant support staff, Outside Agencies to assist in modifying behaviour

## **SUSPENSION AND EXPULSION**

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

Suspension and expulsion procedures are a last resort for the school as they are the most extreme action that the school can take. Excluding a student from school is only to be considered when:

- all other avenues have been exhausted
- the student behaviour poses a threat to the safety and well-being of others

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

When considering suspension or expulsion schools are required to follow the procedures listed in the DEECD Student Engagement and Inclusion Guidelines 2014, developed in response to Ministerial Order No. 6.25.

Suspension and expulsion are serious disciplinary measures and are reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

## **7. POLICY REVIEW PROCESS**

The Student Engagement Policy is reviewed annually by representatives from all areas of the school community, including:

- school leaders and staff, as they have the primary responsibility to communicate, implement and monitor the policy
- school council, which has a key role in ensuring the policy reflects the shared expectations of the whole school community and that the policy is well communicated and monitored, and its effectiveness evaluated
- students, whose voice can assist in building relationships, shared expectations and supporting policy implementation.

The review process helps to build an inclusive and respectful school culture, where all members of the school community feel empowered to contribute and work together to maximise student engagement and learning outcomes.

The review process responds to the needs of the community by using various forms of data such as:

- Attitudes to School Survey - this can be used to:
  - monitor levels of student engagement and wellbeing
  - compare school level data on engagement with statewide benchmarks
  - stimulate discussion within the school community about how to improve engagement
  - assist in the identification of areas for improvement and professional development needs in the school
- Parent Opinion Survey
- Staff Opinion Survey
- Student Voice, feedback survey
- Behaviour Management Data
- Bullying Data
- Attendance Data

The Student Engagement Policy is reviewed and updated in response to DEECD guidelines and the needs of the school context.

To ensure the school community is familiar with and committed to the Student Engagement Policy it is promoted by:

- giving copies to parents when they enrol their children
- highlighting excerpts on posters to remind people of their shared commitment to a safe and supportive school
- making reference to excerpts in the fortnightly school newsletter
- making it a prominent feature on the school website

## 8. REFERENCES AND RESOURCES

Equal Opportunity Act 2010

[http://www.austlii.edu.au/au/legis/vic/num\\_act/ea201016o2010296/](http://www.austlii.edu.au/au/legis/vic/num_act/ea201016o2010296/)

Charter of Human Rights and Responsibilities Act 2006

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)

Disability Standards for Education 2005

<http://education.gov.au/disability-standards-education>

Disability Discrimination Act 1992

[http://www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264/](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/)

Education and Training Reform Act 2006

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/etra2006273/](http://www.austlii.edu.au/au/legis/vic/consol_act/etra2006273/)

Student Engagement and Inclusion Guidance

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Student Participation and Engagement

<http://www.education.vic.gov.au/school/principals/participation/Pages/default.aspx>

Student Health and Safety

<http://www.education.vic.gov.au/school/principals/health/Pages/default.aspx>

Ministerial Order No.625

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Suspension and Expulsion

<http://www.education.vic.gov.au/school/principals/participation/Pages/resources.aspx>

Restorative Practices

<http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/krrestorative.pdf>

Safe Schools Hub

<http://www.safeschoolshub.edu.au/home>

Creating respectful and safe school communities

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx>

Program for Students with Disabilities

<http://www.education.vic.gov.au/about/programs/needs/Pages/disabilityprogram.aspx>

Every Day Counts

<http://www.education.vic.gov.au/about/programs/health/pages/studentattendance.aspx>

Kidsmatter

<http://www.kidsmatter.edu.au/>

Social and Emotional Learning

<http://www.education.vic.gov.au/school/principals/health/Pages/socialemotion.aspx>

Healthy Together

<http://www.achievementprogram.healthytogether.vic.gov.au/>

Primary School Nursing Program

<http://www.education.vic.gov.au/school/teachers/health/pages/nurses.aspx>

Bully Stoppers

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Cybersafety

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/lolrescybersafety.aspx>

Accountability and Improvement Framework for Victorian Government Schools 2012

<https://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aifguidelines3.pdf>

Victorian Institute of Teaching Code of Conduct

<http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Code-of-Conduct-June-2008.pdf>