STUDENT ENGAGEMENT
&
WELLBEING POLICY

Produced in consultation with the school community
To be read in conjunction with DET
'Student Engagement and Inclusion Guidance'

Principal: Ruby Toombs
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May 2020

If you need help to understand the information in this policy, please contact the school on 9547 1224

PURPOSE

The purpose of this policy is to ensure that all students and members of the Athol Road Primary School community understand the:

- commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- school policies and procedures for responding to inappropriate student behaviour

Athol Road Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. We understand that students reach their full potential only when they are happy, healthy and safe and that a positive school culture helps to engage students and support them in their learning.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Athol Road Primary School is located on Athol Road in Springvale South, Melbourne's south east. It caters for students from a wide range of culturally and linguistically diverse backgrounds. The majority of students attending the 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 school population of approximately 385 students and 280 families represents:
- Students born in 12 different countries
- Parents originating from 28 different countries
- Families speaking 32 different languages
- 87% of students speaking a language other than English at home
- 73% of families eligible for Camps, Sports and Excursions Fund (CSEF)
- 25% of single parent families
- 14 students funded through the Program for Students with Disabilities
- 3 Out of Home Care students

- 1 student with refugee status
- 35 students on temporary visas

These factors contribute to the school's high Student Family Occupation index.

The English as an Additional Language Continuum is used to support and report on the Literacy learning of the large number of students with English as an Additional Language background. Students commence Foundation with very low levels of language and steadily build through Years 1 and 2 but still enter Year 3 behind their English speaking peers. The completion of the National Assessment Plan for Literacy and Numeracy (NAPLAN) is a significant challenge for these students. The school identifies oral language development as crucial in the building of strong literacy and numeracy skills and this is supported as a focus in all areas of the curriculum.

INTENSIVE LITERACY AND NUMERACY PROGRAMS

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 participate 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'

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 students. 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, 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.

2. School values, philosophy and vision

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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"

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Refer to Table 1.1 for more detail

Table 1.1

ATHOL ROAD PRIMARY SCHOOL PROFESSIONAL LEARNING COMMUNITY PROTOCOL				
WE VALUE	**BELIEF STATEMENTS**	**PRINCIPLES**	**PRACTICES** **What practices are aligned with this principle and its underlying belief**	**BEHAVIOURS** **How are these practices evidenced in the day to day behaviour of staff**
RESPECT **Fair** **Caring** **Good Communicators**	We all have a role to play in building a culture where people respect themselves, others and the community. Respect is both a right and a responsibility	We respect: ourselves by accepting and valuing who we are others by treating them fairly and appreciating different views our community by welcoming newcomers and helping each other	Build an environment of cooperation through an atmosphere of positive interactions and belonging • Value individual and cultural differences • Engage in interactions that are mutually respectful • Represent ourselves and the school with pride Act with care and compassion in all situations	Provide help and support through • Positive Feedback • Acknowledgement of achievements • Discussion of problems/concerns • Always present a positive attitude and outlook in the school environment • Actively listen and engage through eye contact and positive body language • Give colleagues opportunities to speak and respect opinions and differences • Ask questions with the intent of understanding rather than fixing • Listen with the intent to understand first prior to being understood • Use professional language to get a message across • Respectfully challenge one another so that student learning is at the centre • Foster one another's social and emotional well-being by showing a genuine interest in peers and students • Share planning and ensure documents are completed and available to all so that there is transparency in teaching practice • Set clear deadlines • Know agendas and expectations prior to meetings so time is used productively • If an issue arises with another staff member, approach them directly and professionally • Look after and return resources • Embrace diversity by sharing and celebrating cultural days

ATHOL ROAD PRIMARY SCHOOL PROFESSIONAL LEARNING COMMUNITY PROTOCOL				
WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
INNOVATION Creative Problem Solvers	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	• Build whole-school understandings and beliefs around teaching and learning which is our principle focus for innovation • Set standards and targets for improvement which are modified in the light of experience • Integrate explicit teaching, cooperative learning and one on one tutoring into our teaching models • Enhance the learning network beyond teachers and students • Constantly reflect on current practice and collaborate to build upon it	•Use professional reading to spark discussion to constantly refine, rejuvenate and question practices Research and trial different approaches so students remain engaged and encouraged to express and challenge ideas • Reflect on practices in order to better meet the needs of the students and share best practice • Provide open ended activities and questions to foster curiosity and creativity • Accept accountability for own learning by identifying areas for growth, professional development and ongoing learning • Engage with other teaching professionals, learning networks and opportunities so that professional knowledge is extended outside of ARPS • Evidence to innovate = work through action research cycles so that PLTs have a common focus and understanding to improve student learning outcomes • Make decisions based on teacher/team strengths so that student learning is positively impacted • Define learning in a global citizen context by using different digital resources so that students can learn in a broader context • Video own teaching as a reflection tool to improve practice • Listen to student voice and implement ideas where they fit so that students feel valued and empowered

ATHOL ROAD PRIMARY SCHOOL PROFESSIONAL LEARNING COMMUNITY PROTOCOL				
WE VALUE	**BELIEF STATEMENTS**	**PRINCIPLES**	**PRACTICES** **What practices are aligned with this principle and its underlying belief**	**BEHAVIOURS** **How are these practices evidenced in the day to day behaviour of staff**
COMMUNITY **Team Players** **Positive/Tolerant**	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, educational 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	Value the experiences of our diverse community • Maintain effective communication • 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. • Build connections with local community groups	• Look for opportunities in the broader community in which students can participate so that they have other support networks • Learn about students' cultures and include cultural experiences, values, displays and language to form links • Have group discussions about cultural backgrounds and integrate these within the learning • Build connections with local community groups to better understand the culture of Springvale and associate these with the lifestyles present in the community • Foster an open door policy so that parents feel welcomed in the school • Invite and open learning spaces to parents • Run specific workshops, relevant to expertise, to improve parent skills so they can better assist their children at home • Create opportunities for parents to be involved in activities other than academic, within the school • Invite parents to run cultural workshops • Include language experiences within the community so that students gain real world connections to which they might otherwise might not have been exposed • Actively seek information from the school community to build a better understanding of their skills and interests

ATHOL ROAD PRIMARY SCHOOL PROFESSIONAL LEARNING COMMUNITY PROTOCOL				
WE VALUE	BELIEF STATEMENTS	PRINCIPLES	PRACTICES What practices are aligned with this principle and its underlying belief	BEHAVIOURS How are these practices evidenced in the day to day behaviour of staff
HIGH EXPECTATIONS Hard Working Knowledgeable Balanced	. 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 ensure learning success	• Build positive relationships that develop self-esteem and self-efficacy self-esteem and self-efficacy • Provide firm guidance, challenge and stimulus through a rich, varied curriculum that builds on students' experiences • Teach to a broad range of learning styles and multiple intelligences • Infuse multicultural content throughout the curriculum to develop cultural sensitivity • Use authentic assessments that promote student reflection, critical inquiry and problem-solving that validate children's different intelligences, strengths, and learning styles. • Actively engage students in rich, experiential curricula that connects to their interests, strengths, and real world activities	• Make 'every minute matter' • Use 'stretch' targets as the norm • Provide students with clear instructions, visuals and scaffolding to ensure success • Use whole school teaching practices Model expected behaviours • Have courageous conversations so that everyone is always moving forward towards the same outcomes • Set clear and consistent routines for workshops at point of need within PLTs • Give regular feedback so that students understand what is expected of them • Deliver high quality teaching and learning by being prepared for lessons and understanding the curriculum being taught • Support students and lift the expectations through constant positive conversation, feedback and encouragement so that students build confidence and raise their own self expectations • Model and encourage others to recognise achievements • Set and maintain high standard work habits for self, other teachers and students • Unpack the expectations and have a consistent approach, following through when work is not up to that standard • Encourage risk taking to promote a growth mindset • Listen to all ideas and trial new application

3. Engagement strategies

Athol Road Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school) and targeted (year group and individual specific) engagement strategies used by our school is included below:

UNIVERSAL

WHOLE SCHOOL ACTIONS TO PROMOTE WELLBEING AND INCLUSION

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 belief that students need to be engaged in their learning underpins the school's positive culture.

The school promotes an environment where students feel safe and valued in the following areas:
- The school highly values the expertise of our teachers and the role of parents as partners in the educational process. High, consistent expectations are promoted for all staff, students, parents and carers.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Welcoming parents and recognising them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Resilient Youth Australia, Be You parent/ student survey data, student management and school level assessment data
- Creating a vibrant learning community where a comprehensive, innovative curriculum approach is based on the Victorian Curriculum F-10. The development of a whole school Assessment Schedule provides clear direction for the collection of data to drive teaching and learning.
- 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 Voice Council, Student Leadership, Peer Mediation, Junior and Senior choirs, Wakakirri, State School Spectacular, Active After School Activities and clubs.
- A strong, proactive student welfare, social and emotional literacy and behaviour management program based on teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviours.
- Providing opportunities for students to take on meaningful responsibilities within the school community and beyond including classroom and area protocols and student forums such as Student Leadership, Student Council and Peer Mediation.
- The provision of whole school professional development to improve teacher practice particularly in differentiating the curriculum to respond to the diverse learning needs of the students and understanding wellbeing related issues and their connection to academic engagement. 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 who conduct sensitive enquiry about students wellbeing and act accordingly. More intensive wellbeing support is provided by the school social worker, psychologist, speech therapist, well-being officer and supportive leadership. External agencies are engaged to deliver specialised support as required.
- A comprehensive attendance and behaviour management protocol (refer to Appendix 1 for more detail)

- Carefully planned transition programs support students moving into different stages of their schooling. This includes:
  - A transition program for new students, including those who attend the local English Language School, prior to enrolling at Athol Road Primary School to ensure a smooth, seamless transition.
  - 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 Foundation - an on-site kindergarten with access to school programs and facilities. Visits to and from other local kindergartens are promoted.
  - 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
- A strong Student Leadership Program provides students with the opportunity to share their opinions and have input in decision making related to their learning and environment. It also assists them 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 Leaders, Peer Mediators and Student Voice Council.
- Parent participation is a special feature of our school and School Council reviews its Parent Participation Policy on a regular basis to ensure parents have maximum opportunities to engage with the school on all levels. Family engagement occurs in the following areas:
  - Parenting programs that equip parents with positive parenting skills
  - Weekly play group
  - Weekly parent group
  - Regular family events (twilight school, summer festival, family maths night, bullying information sessions)
  - Parent participation in learning space programs
- Be You, a mental health and wellbeing framework, providing the methods, tools and support to work with parents and carers, health services and the wider community to nurture happy, balanced kids, supports Social Emotional Learning (SEL) and embeds wellbeing into school policy and practice.
- Athol Road embeds the Victorian Department of Education Respectful Relationship Framework in school policies, procedures and curriculum and views it as central to promoting a healthy, resilient and safe school community.
- A range of programs and resources support student mental health and wellbeing. These include:
  - BE YOU Framework
  - Social and Emotional Learning Scope and Sequence
  - Health Education Scope and Sequence
  - RICH Values that permeate all aspects of schooling
  - Gr8 People attributes
  - Specific Social Skilling Programs, such as: Life Skills, Bounce Back, RAMP and Success for Boys
  - Online Student Tracking Tool to monitor Koorie students and those identified as being 'at risk'
  - Sentral: to record and track the welfare, attendance, behaviour and learning profile of every student
- 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 up to 30 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

Targeted Support for Groups and Individual Students

- Year Level Coordinators are responsible for monitoring the health and wellbeing of students in their learning space and act as a point of contact for students who may need additional support
- All Koorie students are connected with a Koorie Engagement Support Officer
- All students in Out of Home Care have Individual Learning Plans (ILP) and are monitored through regular Student Support Group (SSG) meetings comprised of representatives from their family, carer, and external support services
- The Program for Students with Disabilities (PSD):

- 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.
  - develop an awareness and acceptance of people with disabilities.
- Staff are trained in using a trauma-informed approach to teaching students who have experienced trauma.
- A resilience and social skills group program is delivered to students in need of extra support.
- Behaviour Support Plans are prepared for students with challenging behaviours. This are created in conjunction with relevant teachers, leadership, education support staff and the wellbeing team.
- Athol Road Primary School prioritises building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. This involves:
  - meeting with the student and their parent/carer to talk about how best to help the student engage with school
  - developing an Individual Learning Plan and/or a Behaviour Support Plan as needed
  - referring the student to:
    - school-based wellbeing supports (i.e social worker, psychologist, welfare officer, speech therapy)
    - Appropriate external supports such as family and community support services, other allied health professionals, child and adolescent mental health services or ChildFirst
- Where necessary the school supports the student's family to engage by:
  - being responsive and sensitive to changes in the student's circumstances and health and wellbeing
  - collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student

4. Identifying Students in Need of Support

Athol Road Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing through:

- Personal health and learning information which is gathered upon enrolment and while the student is enrolled
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Time out data
- Feedback / information from families
- Information from external services working with the child/family

5. Student Rights and Responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's statement of values (RICH) highlights the rights and responsibilities of members of our community:

Building   **R**espect

Encouraging   **I**nnovation

Valuing   **C**ommunity

Setting High   **E**xpectations

In this RICH learning environment, 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.

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. 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.

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

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.

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. Student Behavioural Expectations

BULLYING PREVENTION

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 words spoken
- 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 teacher to clarify with students the school policy on bullying at the start of each year
- 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.

7. Engaging with Families

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.

The Be You Framework delivers a series of actions to strengthen family engagement. It focuses on consolidating the link between educators and families in order to build positive and collaborative relationships that enhance student wellbeing. Strong family and school linkages provide a protective layer for the child who is cocooned in a system that can better identify and respond to their unique needs as they arise. Be You actions include:

- Staff receive training on strategies to collaborate and engage with families around student wellbeing and learning.
- Providing interpreting services for families to facilitate effective communication between educators, support staff and families.
- Host family fun events and invite families to participate in activities with their children that promote the value of wellbeing and learning together in a supportive environment.
- Hold information sessions and share resources with families about how to support their child or young person's transition between settings, such as from early learning services to primary school.

The Be You Framework is reviewed annually, and actions updated to ensure they continue to be relevant and meet the needs of the school community.

8. Evaluation

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 which is 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
  - identify areas for improvement and professional development needs
- 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 DET 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 school newsletter
- making it available on the school website

9. REFERENCES AND RESOURCES

Equal Opportunity Act 2010
http://www.austlii.edu.au/au/legis/vic/num_act/eoa201016o2010296/
Charter of Human Rights and Responsibilities Act 2006
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/
Education and Training Reform Act 2006
http://www.austlii.edu.au/au/legis/vic/consol_act/eatra2006273/
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

Appendix 1: Attendance and Behaviour Management Protocols

ATTENDANCE PROTOCOL

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 eliminating 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.

Students are expected to:

- arrive at 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

WHOLE SCHOOL POSITIVE BEHAVIOUR MANAGEMENT PROTOCOL

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 Voice 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 to range of destinations.

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:

- serious signs of physical neglect
- lack of medical attention or obvious physical deficiencies
- 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 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. Helmets must be worn when riding
- must not ride bicycles etc. in the school grounds between 8.30am and 4.00pm on school days.
- Students must:
- wear school uniform as outlined in the school policy.
- not wear thongs to school.
- not wear makeup 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:
- IMMEDIATE rewards may include stickers, stamps, house points and raffle tickets, etc.

- MEDIUM term rewards may include a weekly prize draw, student of the week awards, praise and acknowledgement in the newsletter and at assembly
- LONG term rewards may include Reward Time participation: 1 every term, 4 annually

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.

- The student is warned about the behaviour.
- 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.

- The incident is recorded in the yard duty folder and Sentral as a TIME OUT.
- 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.
- 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.

- The incident is recorded in the yard duty folder and Sentral as an IN-SCHOOL DETENTION.
- 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 = 1st 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

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

Second Serious Misdemeanour:

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

Third Serious Misdemeanour:

- Student reports to the Principal.
- A formal inquiry will be organised in order to consider appropriate placement for the student.

- 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 Rules: 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 is always recorded as a Time Out or In School Detention. A warning is not given for sexist behaviour.
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 Rules: 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, disruptive in class, not doing homework, 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:
  - Preferred activities individual/group
  - Contrived reinforcers eg. stars, tokens, stamps, etc.
  - 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.

Corporal punishment is not permitted at Athol Road Primary School. The Education and Training Reform Act 2006 (Vic) prohibits the use of corporal punishment in any Victorian government school.

Physical restraint and seclusion are only permitted in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person as outlined in the DET Restraint and Seclusion Policy. Physical restraint and seclusion are not permitted at any other time.

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 DET 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.

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 learning space 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