



# **Student Engagement & Well-Being Policy**

**Produced in consultation  
with the school community**

**To be read in conjunction with  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines***

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## Rationale

Weeden Heights Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The Student Engagement and Wellbeing Policy:

- Provides an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- Provides flexible, relevant, inclusive and appropriate curriculum.
- Accommodate student developmental needs within the Victorian Curriculum stages of schooling

## 1. Guidelines

Weeden Heights Primary School is committed to embedding student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. Our school will implement a range of principles and procedures to ensure a safe and inclusive school environment for everyone

The policy sets out the rights, responsibilities and shared expectations of everyone in the community including students, parents, carers, teachers and school staff. There will be a strong focus on positive behaviours as well as prevention, and early intervention in response to individual student needs.

The Student Engagement Policy relates to the three interrelated components of student engagement and school connectedness:

- **Behavioural engagement** – Students’ participation in education, including the academic, social and extra-curricular activities of the school.
- **Emotional engagement** – Students’ emotional reactions in the classroom and in the school; their sense of belonging or connectedness to the school.
- **Cognitive engagement** – Students’ investment in learning and their intrinsic motivation and self regulation.

## 2. Implementation

### 2.1 School Profile Statement

Weeden Heights Primary School enjoys a unique parkland environment with beautiful, quiet and safe indoor and outdoor learning spaces. The school atmosphere is supportive and friendly where every child’s education is of the highest priority. The school prides itself on providing a personal approach to student learning, through highly engaging programs that supports every student to achieve their full potential physically, emotionally and academically. The school’s high emphasis on nurturing and wellbeing gives students the opportunity to learn the skills and resilience to be successful in life. The school shares a unique relationship with the wider community. This is exemplified by the positive relationship between the staff and parents both during and outside of school hours.

Weeden Heights Primary School is a dynamic student centred, learning community committed to providing exemplary programs in a challenging, vibrant and safe environment. The school aims to empower and support students to achieve personal excellence and to become lifelong learners and global citizens who make a positive difference.

The school supports all students through a strategic preventative and intervention approach led by the Wellbeing Coordinator. Teachers deliver social skills and wellbeing programs at each level of the school including 'Bright Beginnings' and 'You Can Do It' supported by the School Chaplaincy program and outside specialists. WHPS recently introduced a 'Friendship Tree' in the school yard where students can meet, play and form friendships. Student leaders have an active role in supporting students across the school through Student Representative Council, Year 6 buddy monitors and through the buddy program which is a 2 year program supporting relationships between Foundation and Year 5 students, Year 1 and Year 6.

The values of personal excellence, respect, curiosity, creativity and collaboration underpin the school's operation. For our School Community this means that everyone will be treated with respect. Every student will be supported and encouraged to reach their full potential through a stimulating, challenging inquiry based curriculum. We will equip our students to embrace their future with curiosity and creativity, optimism and confidence with an ability to communicate, share and make informed choices. We care about children and understand the importance of student wellbeing. We are committed to the development of social competencies and life skills such as persistence, independence, problem solving and resilience in our students and believe that they are fundamental to success and happiness.

We believe strongly in fostering the partnership between school, parents and the wider community for the pursuit of the best possible learning opportunities for all. We have high expectations for all learners.

At Weeden Heights we believe in focusing on the individual's needs and building on their strengths is the way to meet the changes in our society and the challenges of the future. The school operates in an environment that is supportive and promotes the developments of knowledge, skills and attributes which allows children to be critical and analytical thinkers and problem solvers. We believe, therefore, in a philosophy of differentiating the curriculum to meet the needs of individuals. These are the core values of our school. Personalised learning is implemented through Individual Education Plans for any student operating below or above expected levels.

Weeden Heights has a strong tradition of excellent educational provision. We provide a rich and stimulating education program incorporating discipline based, inter-disciplinary and physical, personal and social learning with a focus on the development of sound literacy and numeracy skills. The school has an excellent reputation for delivering high quality programs. The school has a strong emphasis on the Arts. Specialist (non-grade committed) teaching is provided in Performing Arts, Visual Arts, Physical Education and Language (French), and the curriculum is further enriched by such programs as Stephanie Alexander Kitchen Garden Program, Life Education, Family Life, Swimming Program and purposefully selected excursions and camps. Extracurricular activities include a Chess Club, Choir, Meditation groups, Karate, 'Wise Ones', tennis coaching, instrumental music lessons, an overseas exchange program, musical production, student leadership, enrichment and extension activities.

The school fosters a strong sense of community and belonging and is well supported by parents, who are actively involved in classroom assistance, sport, excursions and committees. The School Council and the parent community are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. The school has an excellent accredited Before & After School Care Program.

The school building is modern and has a split level design with the majority of the school being housed under the one roof. All classrooms are air-conditioned. The grounds include two separate adventure playgrounds, two sealed basketball/netball courts and an oval. Rooms are set aside for Visual Arts, Performing Arts, Languages, Library, Stephanie Alexander Kitchen and Garden, a General Purpose room and spacious multi-purpose hall.. The school has a sophisticated computer network system and a dedicated computer centre. All classrooms are equipped with mobile technologies and interactive whiteboards. Students also have access to i-pads and netbooks. The facilities and grounds are well maintained, thanks to the support of our school community, who are actively involved in much of the school's operation.

## 2.2 Whole-school Prevention Statement

The school motto; ***“Futures are Bright at Weeden Heights”*** recognises our optimistic and positive approach to ensuring that all our students are happy, safe and successful. This is reflected in our Strategic Plan.

WHPS fosters student's passion for lifelong learning. We enable students to achieve personal excellence by developing and becoming creative, curious, confident and respectful local and global members, who make a positive difference in a changing world. WHPS aims to improve student engagement and wellbeing for all students across all year levels in a safe, vibrant and stimulating environment.

### 2.2.1 School Values

At Weeden Heights Primary School we value:

- Personal Excellence
- Respect
- Curiosity and Creativity
- Collaboration.

In our school community these values are demonstrated when:

- Everyone in the community displays a regard for themselves, others and the environment
- Every student is supported and encouraged to reach their full potential through a stimulating and challenging curriculum
- Students develop a passion for learning through innovative, imaginative and resourceful ideas, acknowledging there are many ways to do something well
- Students embrace their future with optimism, confidence and an ability to make informed choices
- Student, staff, parents and the wider community work positively together with a common purpose, building connectedness and a sense of belonging.

## Links to Local Community, Allied Health Professionals and Support Agencies

WHPS works together with local community, allied health professionals and numerous external support agencies to improve student engagement and well-being for all students. (See reference for examples)

### 2.2.2 Prevention Programs and Strategies

The school:

- Focuses on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success
- Collaboratively develops and implements a fair and respectful whole school behaviour management approach
- Provides predictable, consistent and fair classroom and school environments
- Provide physical environments conducive to positive behaviours and engagement in learning
- Creates opportunities for students to take responsibility and be involved in decision making through leadership initiatives and Junior School Council
- Encourages and provides multiple opportunities for parents/carers and members of the broader community to plan an active part in the life of the school and the education of their children
- Includes in the school's curriculum pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- Promotes active student participation and provide students with a sense of ownership of their environment
- Supports families to engage in their child's learning and build their capacity as active learners
- Establishes social/emotional and educational support for vulnerable students and monitor and evaluate progress
- Has processes in place to identify and respond to individual students who require additional assistance and support
- Builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students

### 2.2.3 Programs

WHPS is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. Programs are aimed at maximising student motivation, stimulating learning and building their connectedness to school and each other.

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- Accommodating different learning profiles and rates of learning
- Intervening early to identify and respond to individual student needs

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- Providing parents/carers with a learning program that best suits their child's needs
- Involving students and parents in programming and planning decisions
- Supporting students' access to programs that let them pursue achievable pathways
- Ensuring the expertise of teachers working in our school is maintained and developed

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships. The key focus will be on prevention and early intervention strategies that:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behavioural difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

#### **2.2.4 Communication**

The school aims to optimise communication across all sectors of the school community, to build a strong sense of belonging and maximise involvement of all parties. Comprehensive information sharing and a range of school experiences enable parents and carers, students and teachers to work collaboratively to support the development of the whole child. This includes emotional, cognitive, physical, social and behavioural development. (See reference for examples)

Involvement in our school by parents and carers helps students achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through School Council, the Parent and Citizens Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with the Victorian curriculum.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capabilities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. The dimensions to student participation include:

- Student involvement in school and community development
- Students as researchers and co-enquirers
- Student feedback on teaching and learning
- Students as peer-tutors

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Welfare Policy



- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum related activities
- Involving families as participants in school decision making
- Coordinating resources and services from the community
- Providing opportunities to enhance parent knowledge and skills

## 2.3 Rights and Responsibilities

### 2.3.1 Guiding Principles

At WHPS all students, regardless of disability, ethnic and cultural background, sexual persuasion, or religion will have equal access to education and support, according to their individual needs. Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**  
Care for self and others
- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect Treat others with consideration and regard, respect another person's point of view**
- **Fair Go**  
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**  
Be honest, sincere and seek the truth

### 2.3.2 Rights

Every member of the Weeden Heights school community has a right to fully participate in an educational environment that is safe, caring, supportive and inclusive and built on positive relationships. Students have a right to learn in an environment that actively encourages a belief in equality and values differences. Everyone deserves to be treated with respect and dignity.

### 2.3.3 Responsibilities

Every member of the Weeden Heights Community has the responsibility to:

- To respect the rights of other people
- To treat each as equals
- To value differences.

### Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.</li> <li>• Participate fully in the school’s educational program.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students</li> <li>• Gradually take greater responsibility for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li> <li>• Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• Speak politely to others and with respect</li> <li>• Treat other students with mutual respect</li> <li>• Speak up if they are being bullied</li> <li>• Speak out if they see someone else being bullied</li> <li>• Ask permission before using someone else’s property.</li> </ul>



## Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</p>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students</li> <li>• Engage in positive dialogue with all members of the school community, treating others with respect and dignity.</li> </ul>

## Rights and Responsibilities of School Staff

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an orderly and cooperative environment.</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> </ul>	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Demonstrate care, concern and compassion</li> <li>• Fairly, reasonably and consistently, implement the engagement policy and ensure that all students have equal access to education</li> <li>• Know how students learn and how to teach them effectively so that all students have equal access to education</li> <li>• Know the content they teach</li> <li>• Know their students</li> <li>• Plan and assess for effective learning and provide a curriculum that is relevant and challenging; encouraging success and improved student outcomes</li> <li>• Create and maintain safe and challenging learning environments</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning and provide opportunities for students to engage in extra curricula activities</li> <li>• Promote home school partnerships</li> <li>• Use and share a range of resources to support and engage colleagues.</li> </ul>

## 2.4 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- medical conditions i.e. epilepsy (refer to our Anaphylaxis, Asthma policies)
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

## 2.5 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

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

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

## 2.6 Students with Disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers

- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation. (*reference WHPS Integration Policy*)

## 2.7 Bullying and Harassment

### In promoting positive behaviours, the school will:

- Explain and teach school-wide and classroom expectations.
- Explain and teach Internet safety behaviours and related anti-cyber-bullying behaviours
- Establish consistent school-wide and classroom consequences for in-appropriate behaviour.
- Convene Student Support Group meetings when appropriate.
- Refer students to community support agencies for specialist intervention.
- Involve key welfare staff including the Principal and the Assistant Principal as well as specialist support staff including psychologists and social workers.
- Implement consequences for serious behaviour breaches which may include an in-school suspension, regular suspension from school, as well as expulsion from school.

### 2.7.1 Definitions

#### Harassment is:

- any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person
- usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

#### Subtle: (The most common)

They include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or crude comments or jokes
- questions about another's sexual activity
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling.

#### Explicit: (obvious)

They include:

- grabbing, aggressive hitting, pinching and shoving etc.
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or any multi-media
- sexually and/or racially provocative remarks
- displays of sexually graphic material– pornography

- requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

### **Bullying:**

- is the repeated harm, either emotional or physical, by one person or a group of people
- is when someone, or a group of people deliberately hurt another person, their property, reputation or social acceptance on more than one occasion
- includes the use of electronic media to cause harm or distress
- includes the following examples: using put downs, name calling, teasing, spreading rumours, taking things, excluding, hitting, kicking, spitting, demanding money, sending hurtful or inappropriate messages or images via multi-media.

### **Bullying is not:**

- mutual conflict, where there is a disagreement or argument between students but there is no imbalance of power. Both parties are upset and usually want the situation resolved
- dislike, students do not have to like everybody. They do have to treat everybody with respect and may not cause them repeated distress
- single episodes of meanness or random acts of aggression. A single act does not constitute bullying and is more an example of where students need to learn from an error of judgment
- acts that are directed at many different students. Bullying is repeated over a period of time and targets an individual student.

### **Cyberbullying:**

- is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages
- can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
- can happen to anyone and the bully can act anonymously if they want
- can be online by groups of people such as class groups or collective members of an online community.

Examples of cyberbullying behaviour are:

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

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to

protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects.

#### **2.7.2 If you are harassed or bullied:**

- stay cool
- stand tall and face the person
- look into their eyes
- say their name
- say firmly in a slightly louder voice something like “stop”
- ignore them
- walk away
- tell a teacher
- tell the Principal or Assistant Principal.

#### **If you know someone who is being harassed or bullied:**

- refuse to support the bully
- do not watch or laugh at what they do
- speak to a teacher about it
- speak to the person who is being bullied and encourage them to do something about it and encourage them to tell an adult
- if it's a friend let them know their behavior is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. Be an 'Up-stander'. Let the bully know their behaviour is unacceptable and inform a trusted adult.

#### **2.7.3 What we do to prevent bullying and harassment at Weeden Heights Primary School**

As a school we employ a number of preventative strategies, including classroom social skills and wellbeing programs, activities that encourage the building of positive relationships and valuing difference. In all classrooms we actively promote an environment that is safe, supportive and inclusive.

As a school community we will actively encourage the reporting of bullying and will speak up, even at risk to ourselves. We will handle all reported cases of bullying and harassment seriously and with sensitivity to all parties involved.

#### **This requires staff to:**

- be role models at all times, treating all other individuals with respect



- facilitate discussions and classroom activities that promote positive relationships
- provide opportunities for students to practice conflict resolution and responding to bullying
- teach students how to use electronic media responsibly
- be approachable for students to report issues of bullying including cyber bullying
- be observant of signs of distress or suspected incidents of bullying
- make efforts to remove opportunities for bullying by actively supervising the yard
- take steps to help people who have been bullied and to remove the source of their distress without placing them at further risk
- report suspected incidents to a member of the Leadership Team.

**This requires students to:**

- refuse to be involved in any bullying situation
- speak up if they know of anybody being bullied
- use electronic /multi-media in a responsible manner

**Parents are encouraged to:**

- watch for signs of distress e.g. unwillingness to attend school, pattern of headaches, requests for extra money, damaged clothing or bruising
- encourage your child to tell a teacher if there is an incident
- inform the school if bullying is suspected, even if your child is not involved
- discourage your child from retaliating
- be willing to attend meetings at school to resolve bullying incidents.

#### 2.7.4 Cyber-safety

All members of the school community are expected to be involved in online spaces and electronic media either at home or at school **responsibly**. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher
- abiding by the same guidelines for how we treat each other as we do 'off line.'

*(Additional reference WHPS e-Smart Policy, The WHPS Essential Agreement)*

## 2.8 Shared Expectations - Expectations from the School

WHPS is responsible for providing an educational environment that ensures that all students are valued, cared for and feel part of the school. The school has high expectations for all students and encourages students to engage effectively in their learning and educational experiences.

The school's Values form the basis of the school's beliefs and these are promoted during school assemblies by rewarding positive behaviour, the school newsletter and classroom teaching practices.

Weeden Heights Primary School shares high expectations for the whole school community.

The shared school expectations include:

- Development of an environment where all members behave in accordance with the school values and code of conduct
- Provision of a physical environment that is vibrant, stimulating, safe and inclusive, where student achievement is celebrated
- Promotion of regular attendance
- Inclusive teaching practices
- Accessible educational provision for all students
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Create a school environment that actively promotes positive relationships
- Positive and continuous parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student support services.

<p><b>Expectation of Teachers</b></p>	<ul style="list-style-type: none"> <li>• to develop the whole child, looking at academic, social, emotional growth</li> <li>• to ensure every student has an equal opportunity to participate</li> <li>• to provide students with opportunities to reflect on how they learn and how to be successful learners</li> <li>• to empower students to engage in constructive problem solving</li> <li>• to explicitly teach positive relationship building skills</li> <li>• to provide engaging, enjoyable lessons</li> <li>• to create an engaging and stimulating classroom environment</li> <li>• to provide a differentiated curriculum, which understands and accommodates individual needs</li> <li>• to monitor and actively encourage regular attendance</li> <li>• to regularly ask for student input into the curriculum and class environment</li> <li>• to listen to students and value their contributions</li> <li>• to work collaboratively with colleagues, openly and willingly sharing their practice and resources</li> <li>• to reflect on their practice and engage in continuous learning</li> <li>• to listen to parent's insights into their child's learning</li> <li>• to collaborate with parents in the development of student learning programs</li> <li>• to provide a wide range of resources to engage students</li> <li>• to promote positive and pro-social behaviours</li> </ul>
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<p><b>Expectations of Principals</b></p>	<ul style="list-style-type: none"> <li>• to establish and maintain a positive, caring and safe environment and codes of practice, which support effective learning, co-operative behaviour and continuous improvement in student participation and retention</li> <li>• to build capacity through distributive leadership</li> <li>• to ensure staff, students and the wider school community understand their expectations</li> <li>• to ensure that staff and students have the resources and equipment to assist them in the process of teaching and learning</li> <li>• to ensure the curriculum of the school reflects and caters for the diversity within the school community</li> <li>• to engage the school in building and maintaining parent/carer and community relationships</li> <li>• to lead and model the promotion of positive and prosocial behaviours</li> <li>• to provide a safe environment conducive to positive behaviours and effective engagement in learning</li> </ul>
<p><b>Expectations of Student Wellbeing and Support staff</b></p>	<ul style="list-style-type: none"> <li>• to work with and encourage non-judgmental attitudes</li> <li>• to support the identification and catering for student individual needs</li> <li>• to develop and implement formal and informal programs and strategies that support student well being with an emphasis on preventative strategies</li> <li>• to build trust and where appropriate, maintain confidentiality</li> <li>• to build relationships within the school community and between the school and wider community</li> </ul>
<p><b>Expectation of students</b>  At this school students are expected to adopt the school's values and adhere to agreed school rules, in an effort to create an environment which is conducive to learning and encourages students to make appropriate choices about their behaviour. Students are expected to attend school punctually and regularly. They should actively participate in the full range of education programs and opportunities offered at this school and progressively take responsibility for their own learning.</p>	<ul style="list-style-type: none"> <li>• to uphold the school values</li> <li>• to demonstrate respect for the rights of others, including the right to learn and willingness to contribute to the educational experience for themselves and other students</li> <li>• to gradually take responsibility for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li> <li>• to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• to speak politely to others and with respect</li> <li>• to speak up if they or someone is being bullied</li> <li>• to ask permission before using someone else's property</li> </ul>

<p><b>Expectations of Parents/Carers</b></p> <p>This school has an open approach to home/school partnerships, which encourages effective communication and relationships between parents, carers, teachers and the school. Parents are expected to take an interest in their child's education and support the school rules and values. Parents are encouraged to support the educational and emotional development of their child.</p>	<ul style="list-style-type: none"> <li>• to develop mutual understandings regarding their child's education and wellbeing at school</li> <li>• to communicate with school staff and actively support their child's engagement in the school environment</li> <li>• to ensure regular attendance, model positive behaviours and support their child in their development</li> </ul>
<p><b>Expectations of school community in addressing diversity</b></p>	<ul style="list-style-type: none"> <li>• to provide a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse community</li> <li>• to attract highly skilled and diverse staff</li> <li>• to increase the range of knowledge, skills and experiences available to staff</li> <li>• distribute leadership to build staff capacity</li> <li>• to develop motivated and professional teams that collaborate on enhancing student learning engagement and wellbeing</li> </ul>

**In promoting school attendance the school will:**

- Articulate high expectations to the school community through the motto "It's not OK to be away".
- Celebrate 100% attendance of students and staff.
- Adopt consistent and rigorous procedures to monitor and record student absence.
- Follow up student absences promptly.
- Provide early identification and supportive intervention for students at risk of non-attendance.
- Provide a staged response involving support from the Principal, Assistant Principals, welfare staff as well as local community groups and agencies when appropriate.
- Support the student's return to school after a long absence.

**2.9 School Actions and Consequences**

**2.9.1 Actions**

Teachers will promote an understanding of rights, responsibilities and shared expectations.

Students and parents are asked to formally agree to shared expectations. (see *WHPS Essential Agreement*)

Teachers recognize, respond to and reinforce positive behaviour and how students act in accordance with shared expectations. This may be through verbal recognition, house points, stickers, school awards, class awards and Principal awards.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing programs that support transitions and pathways through their schooling.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

## 2.9.2 Consequences

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

We will encourage students to employ a problem solving approach to resolving issues and to acknowledge the consequences of their actions, take responsibility for their behaviour and to articulate how they could behave differently next time. This will be the approach through different stages of intervention.

Teachers have a planned response when dealing with behaviour. There are a range of consequences for inappropriate behaviour, which increase in severity according to the magnitude and frequency of misbehaviour. All discipline procedures are to be applied calmly, non-punitively and consistently with all students in accordance with "the consequences of breaches of school rules" as outlined below.

If shared understandings are breached all consequences are to be logical to the shared agreement broken.

At the discretion of the teacher a student may receive a verbal reminder or admonishment, be temporarily separated from peers, have privileges withdrawn, be temporarily removed from the classroom and placed in the care of the Principal or senior staff member.

If shared understandings are breached in the playground. At the discretion of the yard duty teacher the student may be verbally reminded of appropriate playground behaviour, be temporarily removed to sit on a designated seat, be required to accompany the yard duty teacher, removal from the playground.

For persistent breaches of shared understandings or more serious breaches the following procedures may be implemented:

### **2.9.3 Support Group**

Convening of a support group consisting of Principal/Assistant Principal, teacher, parent/carer and if appropriate the student may be required to establish appropriate strategies, preventative action and a positive behaviour plan to support the student, teacher/s and their family.

#### **Think Sheet**

Students may be required to complete a Think Sheet. The school will keep written records of students who receive Think Sheets. The student will be required to take home the completed Think Sheet notice which will:

- a) inform parents of their child's unacceptable behaviour which has occurred within or outside the classroom
- b) record their child's unacceptable behavior, the expected behaviour in keeping with the shared expectations (school rules and values) and the consequences for their behaviour.
- c) require the parent/ carer's signature and comments if appropriate, to acknowledge understanding of the matter.



#### 2.9.4 Detention

In addition to the Think Sheet, a student may also receive an After School Detention, which will be issued by the school administration. This will involve the following procedure:

- a) The parents will be informed of the detention time, which will usually take place on the school day following notification
- b) The student will attend the detention either over a period of lunch time or from 3.30-4.00pm on the assigned date and will adequately supervised
- c) Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative arrangements
- d) The school administration will keep written records of students who receive detention.

#### 2.9.5 Suspension and Expulsion

In the event of persistent challenging, disruptive and/or extreme behavior or behavior endangering self or others, the school may be required to suspend or expel a student.

The school will adhere to the DET guidelines and procedures effective from March 1 2014, outlined in 'Student Engagement and Inclusion Guidance' ('The Guidance'). The school will follow the staged response.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. (see *DEECD The Guidance and Ministerial Order 625 accessed online*)

#### 2.9.6 References

- Weeden Heights Primary School Policies including: Curriculum Policies, Learning and Teaching, Inquiry Learning, ICT, eSmart, Integration, Camping, Student Transition, Student Representative Council, Excursions and Incursions, Sunsmart, First Aid.
- WHPS Think Sheets, WHPS Detention Note and WHPS Essential Agreement (Agreed School Learning Conditions)
- WHPS Restorative Practices and Student Management
- DET Acceptable use policy for the Internet, Email and other electronic communications. October 2001
- DET The Guidance and Ministerial Order 625, March 2014.

#### 2.9.7 WHPS Whole-school Prevention examples:

##### **Links to Local Community, Health Professionals and Support Agencies**

- Stephanie Alexander Kitchen Garden program
- School Focus Youth Services \_ Whitehorse
- Crossways Church provide Funworks and lunch time clubs
- Parent Helpers Program - Parent involvement in classrooms, kitchen garden, canteen, working bees, committees, fetes
- Links with Special Schools, Early Intervention settings

- Students identified at risk may attend Woorabinda and/or Somers Camp
- We refer students to Wavecare, Reach Out for Kids, Maroondah Child and Adolescent Mental Health services
- Child First, Anglicare or DHS to support students in need
- DET SSSO team Speech, Psychologist AND Social worker linked to school
- We employ a Psychologist, 3 Speech Therapists, and an Occupational Therapist. We also refer to a number of paediatricians, private psychologists. Any health professionals involved in the care of our students may be invited to participate in Student Support Groups (SSG)
- Lions Club fund some students to attend external camps that are aimed at improving student wellbeing
- Waverley RSL pay for some student fees, books, camps for students identified at risk
- Active Out of School Hours Care managed by School Council

### **Prevention Programs and Strategies**

- Bright Beginnings, whole school student wellbeing and transition program
- All classes create their own mission and vision statements and agreement of common understandings of what constitutes a positive learning environment
- School Chaplaincy Program
- Buddy Program Prep – Year 5 students and Year 1 - Year 6 students
- Year 5 'Friends and Me Program'
- Transition Program from Pre-school into Prep
- Transition Program for Year 6 to Secondary school
- School lunchtime or out of hours programs: Choir, Chess club, Karate, Meditation, Library time, sport tournaments, outdoor chess
- Friendship Tree
- Prep parent discussion groups, forums, school readiness facilitated by psychologist
- Special Needs and Parents Group (SNAP) – individual support to students and families
- Extensive range of wellbeing resources e.g. You Can Do It, Bounce Back, M Power Girls, Stop Think Do, Kimmochi's
- Tournament of Minds
- International School to School Experience program
- Prep – Year 6 weekly student wellbeing /social skills program
- Year 6 Graduation
- Life Education
- Fire Education
- Family Life Program
- Premier's Reading Challenge
- Wise ones
- Mad on Music Program
- Student Awards recognised at assemblies and in weekly newsletter
- Every child's birthday acknowledged in newsletter
- Every new prep receives welcome greeting card from their new teacher
- All classes contain mobile technologies, interactive whiteboards, digital cameras and computers in all curriculum areas across all levels
- Internet Safety and Cyber-bullying Prevention Program for students, teachers, parents and carers

- A proactive and highly active Student Representative Council (SRC), provide for student voice across the school and leadership opportunities
- We have an extensive Leadership Program where every student in Year 6 has a leadership role i.e. Environment Captains, House captains, Arts Captains

## **Communication**

- Weekly school assemblies
- Parent teacher meetings, information nights and 3 Way Partnership meetings
- Student Support Group meetings
- Prep Parent group
- School Council and sub committees
- Community noticeboard and school newsletter that promote school and local activities to enhance student wellbeing and engagement
- Parent opinion surveys
- Student portfolios and reports
- Education Week, special open days and nights
- Special friends and grandparent days
- Life Education
- Whole school family picnics and fetes
- School productions and concerts
- Prep Parent Welcome Social Night and level social functions for parents
- Parent representatives per class, who coordinate communications, functions and activities
- SRC
- New staff induction
- Safe and Bright brochure
- Parents and Citizens Association
- Level newsletters
- School magazine or Calendar
- Curriculum family evenings
- Student leadership forums
- Buddy Program
- Leadership training with Year 6 Captains
- Public speaking and debating
- Information billboard
- School website
- School Facebook page

## **Environment**

- Friendship Tree
- Kitchen Garden
- Chickens
- Playgrounds and oval
- Extensive shaded areas
- Play equipment
- Line marked games on asphalt
- Basketball courts
- Seating areas
- Indoor toilets

- Library
- Visual Arts room
- Performing Arts room
- School Hall

Environmental Safety includes:-

- Visitors sign in book and policy
- Visitors and staff wear badges
- Anaphylaxis policy
- Asthma friendly accredited school
- Sunsmart school and policy
- Training of all staff Anaphylaxis and Asthma annually
- Several staff first aid trained
- OHS trained staff member
- Staff on duty have medical kits and 2 way radio to communicate with first aid trained staff member
- Staff on yard duty wear fluoro vests
- CRT folder in each class detailing safety procedures and special needs for students at risk
- Regular practice of emergency procedures including evacuation and lock downs

<i>DET The Guidance and Ministerial Order 625</i>	<a href="http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.asp">http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.asp</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eoo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eoo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>
Language Support Program	

### 3 Resources

3.1 The Student Engagement and Wellbeing Policy is underpinned by:

- Child Safe Policy

- Anaphylaxis Management Policy
- Asthma Management Policy
- Behaviour Management Policy
- Bullying, Cyber-bullying and Harassment Policy
- Duty of Care Policy
- Excursion Policy
- First Aid Policy
- Health Care Needs Policy
- Incursion and Excursion Policy – when learning with an external provider
- Mandatory Reporting Policy
- Medication Management Policy
- On-Site Supervision of Students Policy
- Parent Concern and Complaints Policy
- School Camps Policy
- School Attendance Policy
- Student Welfare Policy

#### **4 Evaluation**

- 4.1 The Education Sub Committee and Weeden Heights staff will review the effectiveness of the school's Student Engagement and Wellbeing Policy on a cyclical basis in accordance with DET guidelines and priorities.