



## **Student Engagement and Wellbeing Policy**

### **Introduction**

Footscray North Primary school (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students can reach their full educational potential. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked, and understand that the school should promote this link both within the school environment and the classroom. We also recognise that our students come to us with very diverse cultural and family circumstances and respect this diversity.

This policy meets the recommendations of the World Health Organisation's Health Promoting Schools Framework, as well as that of Education Victoria's Framework for Student Support Services.

### **Whole School Prevention**

FNPS focuses on the development of student social and emotional competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems and expectations. Teaching programs are designed to both explicitly and implicitly teach our students social and emotional competencies. All staff are expected to model socially and emotionally competent behaviour at all times. A particular focus is placed on establishing positive and respectful relationships, especially between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for each student to experience success. Through this primary prevention approach, we are able to identify those particular students who need extra support, both academically and socially and emotionally. We offer support for these students within the school context and work, where appropriate with community agencies in an early intervention approach.

### **Creating a Positive and Engaging School Culture**

FNPS commits to:

- Creating a positive school culture that is warm and accepting and allows each student the opportunity to learn.
- Building a safe, secure and supportive environment where people and property are treated respectfully.

- Expecting positive, supportive and respectful relationships that value diversity.
- Encouraging student participation and valuing student feedback.
- Acknowledging that every person is unique and has individual experiences and learning needs.
- Implementing preventative and early intervention approaches.
- Providing equal opportunities to all students and staff.
- Working in partnership with parents/carers and our local community.

### **Shared Expectations**

As an effective school, FNPS undertakes to ensure that school policies are clear, fair and jointly negotiated by all members of the school community. We undertake to ensure that the focus is on positive and pro-social behaviours and on prevention and early intervention.

#### 1. School:

FNPS commits to providing a safe and supportive environment that delivers relevant, engaging and challenging education to all students and working in partnership with parents and the wider community. We aim to provide a range of appropriate student services to enhance the academic and social and emotional learning of all students. Actively teaching students attendance and behavioural expectations creates a predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Our school leadership, teachers and wellbeing staff are all members of the Victorian Institute of Teaching and are expected to meet the expectations of the Victorian Teaching Profession Code of Conduct, which can be located at [http://www.vit.edu.au/content.asp?Document\\_ID=25](http://www.vit.edu.au/content.asp?Document_ID=25)

#### 2. Students:

As students progress through FNPS, they are encouraged and supported to take greater responsibility for their own learning and participation as members of the school community.

Students, with the support of their parents/carers, are expected to perform to their best in the school's educational program and attend regularly. They should display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all members of the school community. Students should feel safe and valued at school, free of intimidation and bullying. 1.

### 3. Parents/carers:

Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. FNPS values its relationship with each parent/carer and commits to engaging with parents in regular and constructive communication to actively support their child's engagement at school. We also ask that parents/carers support the school in maintaining a safe and respectful learning environment for all students. Ways in which parents can support their children include ensuring regular attendance, modelling positive behaviours and taking an interest in their child's school work.

## **RIGHTS AND RESPONSIBILITIES – WHAT IS QUALITY BEHAVIOUR?**

Underpinning our 'rights and responsibilities' charter is the notion that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

All members of the Footscray North Primary School Community have the right to:

- Participate in a school environment that is free from gender, racial, religious or political discrimination.
- Be treated with equality, while recognising differences.
- Be treated with dignity and be assured that the school will act compatibly with human rights and consider human rights when making decisions.
- Participate in a full education according to the Disability Discrimination Act 1992.
- Participate in a school environment that is free from physical, emotional or cyber bullying.

## **RIGHTS OF STUDENTS**

The rights of students include:

- Feeling safe and secure at school.
- Being provided with a range of learning experiences in well managed environments that meets individual needs.
- Having all work expectations made clear, in a well organized classroom with all appropriate material and recourses.
- Receiving timely, respectful and constructive feedback from teachers.
- Being treated justly and respectfully.
- Having all personal property respected.

- Voicing any concerns with an appropriate member of staff.
- To learn without disruptions.

## **RESPONSIBILITIES OF STUDENTS**

Expectations placed on students include:

General:

- Being courteous and well-mannered at all times.
- Showing respect for teachers, fellow pupils and all members of the school community.
- Showing respect for the property and the environment of the school and others.
- Using technology in an appropriate manner.
- Avoiding use of inappropriate, aggressive or antagonistic language as a means of expression.
- Being punctual at all times.
- Behaving outside of the school in such a manner that the image of the school is not negatively affected or brought into disrepute.
- Being truthful, fair, caring and considerate through actions and behaviors at all times.
- Making responsible and thoughtful choices.
- Wearing the school uniform in the stipulated and appropriate manner.
- Maintaining a clean and neat appearance.
- Disseminating required information to parents and/or carers.
- Participating actively and positively in school events.

Classroom:

- Participating actively and positively in learning in all classes.
- Completing all assigned learning tasks on time and to the best of their ability.
- Respecting the rights of others to learn in the classroom environment by not engaging in disruptive behavior.
- To be co-operative and follow instructions.

- To be responsible for their own property.
- To be responsible for maintaining a clean and safe classroom environment.

## **RIGHTS OF PARENTS**

The rights of parents include:

- Receiving timely, respectful and constructive feedback about their children from staff at the school.
- Being valued as individuals.
- Being treated respectfully.
- Feeling welcome and listened to.
- Being provided with appropriate information regarding school events.
- Voicing any concerns with an appropriate member of staff with the expectation that concerns will be addressed in a timely and appropriate manner.

## **RESPONSIBILITIES OF PARENTS**

The responsibilities of parents include:

- Understanding all aspects of the school's engagement and wellbeing policy and their role in supporting the values of the school.
- Respecting all members of the school community
- Ensuring their child's attendance on all school days except in the case of illness or prior permission for absence.
- Informing the school in the case of their child being absent by the following day.
- Communicating with staff in a polite and timely manner any concerns which affect their child.
- Ensuring that the student is groomed and dressed according to the school's expectations.
- Reading and responding to all communication from the school.
- Working in partnership with the school.
- Encouraging participation of school events.

- Taking an active role in their child's education and progress.
- Ensuring students are provided with appropriate food and are well rested.

## **RIGHTS OF STAFF**

The rights of staff include:

- Being supported by leadership that follows up on all students and staff issues in a timely manner.
- The school to have clear expectations and objectives.
- Being supported by all staff members and receive timely, respectful and constructive feedback from colleagues.
- Being able to voice any concerns with an appropriate member of the principal class with the expectation that concerns will be addressed in a timely and appropriate manner
- Being provided with ongoing professional guidance and support.
- Having clear expectations and objectives.
- Having equal opportunities.
- Being able to teach in an orderly, respectful classroom with access to adequate resources.
- Being able to work in an orderly and respectful environment.
- Being valued as individuals.
- Being treated justly and respectfully
- Feeling safe and secure in the work place.
- Having all personal property respected.
- Being able to voice any concerns with an appropriate member of staff, student or parent.
- Having sensitive issues dealt with in a confidential manner.

## **RESPONSIBILITIES OF STAFF**

The responsibilities of staff include:

- Providing a range of learning experiences in well managed engaging environments that meet individual needs.
- Treating all members of the school community with respect.
- Making new members welcome to the school community.
- Continuing to develop their practice (professional development)
- Having a planned curriculum (work programs)
- Collaborating with colleagues
- School leadership and staff to present in a professional manner.
- Keeping appropriate records and assessment documents.
- Being aware of current educational initiatives and policies.
- Modeling appropriate behavior to students.
- Developing classroom strategies consistent with this document.
- Communicating any concerns to the learning team leader or principal class.
- Making all work expectations clear.
- Giving timely, respectful and constructive feedback to students.
- Valuing all students and colleagues as individuals.
- Ensuring all students feel safe and secure.
- Communicating effectively with staff and the wider community.

### **SCHOOL ACTIONS AND CONSEQUENCES**

FNPS acknowledges that student engagement, regular attendance and positive behaviours are supported most effectively through relationship based school and classroom practices including:

- Establishing predictable, fair and democratic classrooms and school environment.
- Ensuring student participation in the development of classroom and whole school expectations.
- Providing personalized learning programs.
- Consistently acknowledging all students.

- Empowering students by creating opportunities for them to take responsibility and be involved in decision making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Implementing school wide positive and educative behavior support strategies.

On the occasion that a student fails to meet the school's expectations this a variety of logical consequences will be implemented. Typically, consequences range in severity depending on the nature of the behavior. Ongoing and repeated behaviours that cause concern to the school will have a cumulative effect on the level of consequence that will be given. Where continued inappropriate behaviour occurs, suspensions or withdrawal may result. In line with the restorative practices, students will be provided with counselling opportunities and the opportunity to repair any harm caused. For further details on formal consequences refer to the *Student Code of Conduct*.

Footscray North Primary School has the following formal consequences for students who behave inappropriately. They are:

- Discussion with teacher (restorative practices)
- Time out in classroom or in another classroom/Team Leader
- Meeting with parents, student and teacher
- Meeting with parents, students, teacher, leading teacher and principal class member
- Behaviour contract - which should be specific, detailed and signed by student, parent and teacher
- Counselling with student with feedback to parents

The underpinning philosophy for all consequences is that of repairing harm caused by the behaviour, not punishing the wrongdoer.

A team leader, leading teacher or principal class member may, at their discretion, withdraw students from class for a period of time for the purpose of defusing a possible conflict or for a purpose which is deemed to be in the best interest of the student and the school at large.

The principal has the sole authority for suspension and expulsion of students from the school. Assistance in locating a more appropriate educational environment that meets the needs of the student will be provided.

Students, Parents and Staff should raise any concerns and have them addressed by the appropriate authority to the school Principal.

Student Wellbeing Team

Footscray North Primary School

November 2010

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Bullying is when someone or a group of people who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion. Bullying may be physical, verbal, indirect (through spreading rumours) or cyber (carried out over the internet service or on mobile phones) in nature. All students at the school are asked to desist from this type of behaviour towards any members of the school community. Further information on cyberbullying can be found at <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>