



Rowville Primary School

Student Safety, Engagement & Well-Being Policy

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

June 2017

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1. School Vision Statement

Through reflective and collaborative practices, we will create a powerful and inspiring learning environment that promotes a sense of community and ensures student focussed decision making to develop confident, motivated students who develop a lifelong love of learning. Our instructional practices will be research based, engaging and challenging while supporting different learning styles. Our student centred environment will be safe, positive and nurturing in which student diversity is embraced and caring relationships are evident. Our staff will create a learning that promotes collaboration, reflection and ongoing professional growth. Our school and community will work together to share the responsibility of educating students through ongoing communication.

2. School Values

At Rowville Primary School, the following values underpin student behaviour in the classroom and at all school events and activities:

Respect (Relationship Value)

Students, staff and the school community promote an attitude of respect and kindness for everyone by developing positive relationships, teamwork and communication.

Pride (Organisational Value)

Students, staff and the school community strive to do their best in all aspects of school life - their learning, relationships and school environment.

Responsibility (Societal Value)

Students, staff and the school community model through their actions, relationships and attitudes, the importance of following a path that represents a common good and which balances individual interests with those required to create a positive learning environment for everyone.

Perseverance (Individual Value)

Students, staff and the school community work in partnership to do whatever it takes to enable learning.

3. Whole-school prevention statement

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is the ongoing personal and social learning throughout the whole school.

The leadership team regularly consults with staff, students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the student parliament, formulation of classroom protocols and various student forums.

Students have multiple opportunities to have input into the creation of their educational experience, including their physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school explores opportunities for our students to take on meaningful responsibilities within the school.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the leadership team and the teaching staff are actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy.

3.1 Prevention Practices

Quality Teaching and Learning

Rowville Primary School has developed whole school instructional practices. The gradual release of responsibility model is the basis for all instruction. This ensures that our students are taught in a coherent way during all parts of their day.

Restorative Practices and School-wide Positive Behaviour Support

Rowville Primary School implements Restorative Practices to develop a climate that encourages engagement and builds care and compassion, understanding and inclusion, resilience, integrity, doing your best and responsibility in each individual student. This underpins personal and social learning across the school and all our personal interactions. On those occasions when students make poor choices in relation to their conduct, staff will assist them to learn from the incident so that a similar mistake will not be repeated.

Four Rooms of Change

Through this strategy students are involved in articulating their own emotions and feelings and learning how their words and behaviours impact on others. The Four Rooms provides a common language for a class group to describe feelings, emotions and behaviours. Students are invited to share their emotions throughout the day so that they become aware of their own feelings and recognise that their emotions may change.

Attendance

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The importance of regular attendance is continually reinforced.

Inclusion, Wellbeing & Transitions

All foundation students have a mentoring relationship with a year six buddy. There are transition programs for year six students and incoming foundation students. All students participate in an end of year transition process.

3.2 How we support positive relationships

The school nurtures the active involvement of parents/carers in supporting each student in their academic and social learning.

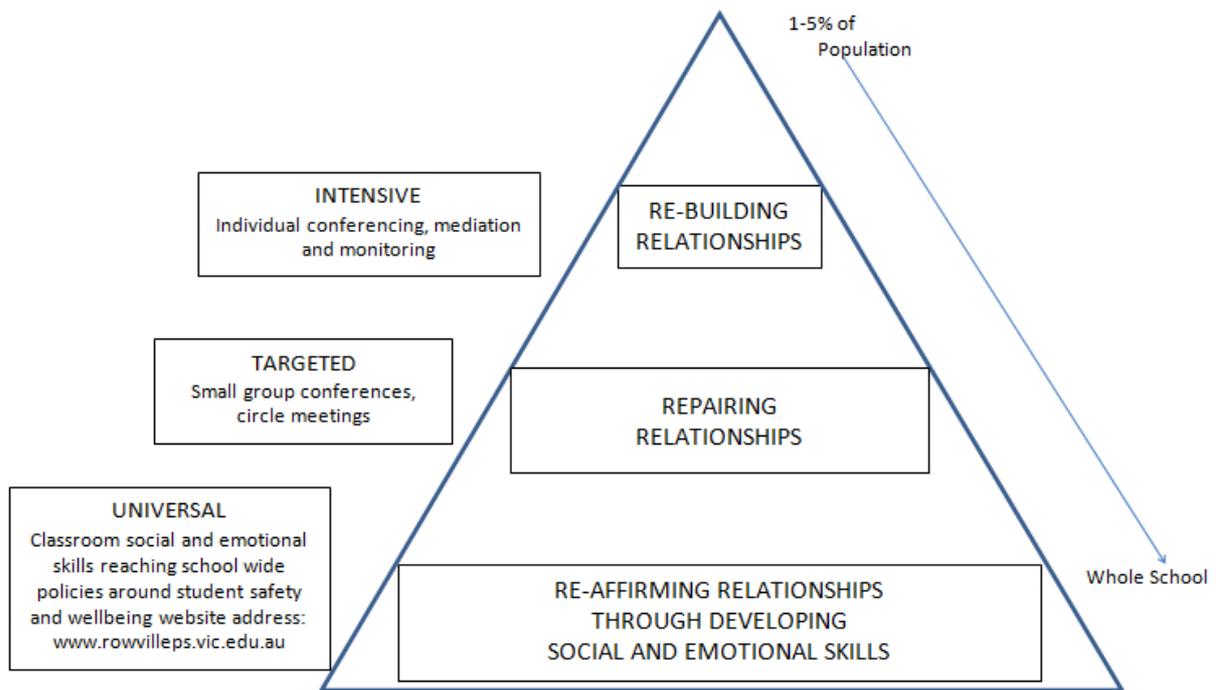
It seeks to foster this cooperative approach with parents/carers through interviews, reports, phone calls, meetings and the use of diaries. The school is in the process of developing family/school partnership programs.

In encouraging and building this cooperative approach, it is acknowledged that events will occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individuals and groups within the school. Where appropriate, the school will inform and involve parents in these processes. Those who have done harm face those who have been harmed and both are involved in repairing the harm.

A restorative question response:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

A staged response to supporting positive behaviour



- This approach will be conducted in an informal way for minor incidents and will be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves class teachers and/or the Assistant Principal and all persons affected in the incident. The details of the incident will be documented.
- There will be situations where a formal conference involving the before-mentioned people, parents and support persons will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected. To assist with this process, the school has adopted an Issues Resolution policy.
- Where a student continues to have ongoing problems with relationships and social situations, the school will constitute a Student Support Group to develop an individual plan and devise strategies and approaches to assist the student with their social learning.

This may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. It seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

4. Rights and responsibilities

4.1 Guiding Principles

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.

4.2 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 equal opportunity 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
- 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).

4.3 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. These include:

- 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 others' human rights.

All DET (Department of Education and Training) employees must comply 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 DET School Compliance web site.

4.4 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, harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with 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 Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

4.5 Bullying and Harassment

Definitions:

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying 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. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber bullying behaviour are:

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

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

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.

If you witness another person being harassed or bullied this should be referred to a teacher or staff member. This will then be reported to an appropriate person.

However, if your friend is harassing another person, it is alright to let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is 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 smutty 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 e-mail
- 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 can involve such things as:

- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks.

Cyber-bullying

Being involved in online spaces – either at home or at school - requires students to behave 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 'not quite right'.

At home this would be a parent or carer and at school a teacher or learning mentor.

If you are being harassed or bullied you should:

- tell the person that you don't like what they are doing and you want them to stop
- discuss the matter with a teacher, learning mentor that you feel comfortable with or a parent/carer.

Your concerns will be taken seriously. All complaints will be treated confidentially.

4.6 Rights and Responsibilities

All Members of Rowville Primary School community have a right to -	
<ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • be treated with respect and dignity • feel valued, safe and supported in an environment that encourages freedom of thought and expression. 	
All Members of Rowville Primary School community have a responsibility to -	
<ul style="list-style-type: none"> • acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community • participate and contribute to a learning environment that supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the school community. 	

Rights and Responsibilities of Students:

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambitions • participate fully in the school's educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly • display positive relationships that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students • as students progress through school, they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community.

	<ul style="list-style-type: none"> • this involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals • students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also through their social interactions demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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Rights and Responsibilities of Parents/Carers:

Rights	Responsibilities
<ul style="list-style-type: none"> • 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>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive relationships • ensure their child's regular attendance at school • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement this student safety, engagement and well being policy • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning

	<ul style="list-style-type: none">• create and maintain safe and challenging learning environments• use a range of teaching strategies and resources to engage students in effective learning.
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5. Shared expectations

5.1 Schools – principals, teachers and school staff

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

The values of the Rowville Primary School Community are demonstrated by the following shared expectations and behaviours:

Respect

- we value that people are different
- we show genuine understanding of others and their wellbeing
- we act in a kind and generous manner towards others
- we resolve differences in peaceful ways
- we always do what is right and fair for everyone
- we work, learn and play in an environment of mutual respect.
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Pride

- the school is a place where we actively participate and strive to learn
- the way we relate to others shows we are proud of our school, ourselves and our family
- we strive for excellence in everything we do
- we take pride in ourselves and our school.

Responsibility

- we take responsibility for our own thoughts feelings and actions
- we show genuine understanding of and empathy for others well-being
- we endeavour to be self-motivated learners
- we take care of our own and others personal property and space.

Perseverance

- we believe in ourselves and our ability to achieve goals
- we set goals for our learning and we keep trying even when things get hard
- we pick ourselves up and move on when things don't go our way.

5.2 Expectations - Staff

Engagement

The school leadership team will:

- uphold the right of every child to receive a quality education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation
- work in partnership with the Rowville Primary School community to develop policies and procedures consistent with the school values and aspirations and the Department of Education & Training's Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages, which are inclusive and responsive to student needs.

Teachers at Rowville Primary School will:

- develop a shared responsibility for all students
- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for "student voice" to develop a positive school culture in and outside the classroom.

Attendance

In compliance with DET procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences.

Positive Relationships

Rowville Primary School will support and promote positive relationships by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to social issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Rowville Primary School is committed to engaging all students and will only exclude students as a matter of last resort and in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to social issues by incorporating student wellbeing at the core of school business
- monitor the profile of social issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive relationships and relational learning.

Teachers at Rowville Primary School will:

- use the school values as a basis for negotiating a class-based set of shared norms with students
- teach students social competencies through curriculum content and pedagogical approach
- employ relationship management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own relationship management approach
- involve appropriate specialist expertise where necessary.

5.3 Expectations – Students

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students can't come to school, they must provide an explanation on COMPASS from their parents/carers to their teacher.

Relationships

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all
- contribute to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school's Prevent Bullying policy.

5.4 Expectations – Parents/Carers

Engagement

Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home

Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school

Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent-teacher meetings, student activities, school celebrations, assemblies, student support groups and responding to communications (including the student diary).

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school via Compass as soon as possible.

In the event of a prolonged absence due to a family holiday, parents/carers are expected to notify their child's teacher in writing so that a holiday plan can be provided to continue the students learning.

Relationship

Parents/carers should understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

6. School actions and consequences

Responding to Serious Misbehaviour

Behaviours that are considered to be serious misbehaviour include those that constitute a danger to the wellbeing of the student or others.

The response to serious misbehaviour may include:

- **Conference with Parents** with the aim being to determine the best method of assisting the student to adhere to our values based behaviours
- **Time-off playground/classroom** being implemented to restore safety
- **Restraint** of student from acts or behaviour dangerous to the member of staff, student or any other person
- **Alternative Learning Environment** a student may be provided with alternative learning arrangements within the school
- **Counselling** will be provided for individuals, staff and parents to assist with managing serious issues
- **Student Support Group Meeting** involving parents/carers and/or relevant DET support staff or outside agencies (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- **Suspension & Expulsion** for serious disciplinary measures we follow DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184.

Under no circumstances is corporal punishment to be administered or tolerated. Any physical intimidation or inappropriate handling of a child by staff members is unacceptable.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
Child Safe Standards	www.cyp.vic.gov.au/child-safe-standards.htm

This policy was ratified by School Council on 28th June 2017 and is due to be reviewed in June 2019