**STUDENT ENGAGEMENT, INCLUSION AND WELLBEING POLICY**

**A. BUNDARRA PRIMARY SCHOOL Student Engagement Purpose**

To provide a supportive, co-ordinated and consistent approach to the education and wellbeing of children and young people enrolled in our school.

**B. School Profile Statement**

Bundarra PS is situated in South Portland. The school currently has approximately 200 students across years Foundation to 6 and offers an educational environment tailored to the needs of primary aged students. Our school draws the majority of its students from Portland, with smaller numbers travelling from outer areas. Our school is run in four teams- Foundation to 2, Grades 3 to 4 and Grades 5 to 6 and our specialist team. The teams are responsible for all aspects of school life at that level including curriculum, teaching and learning resources and environment. Each team has a Team Leader. Wellbeing and Discipline are organised centrally.

Bundarra PS has adopted the Restorative approach with the aim of promoting a harmonious environment where students, staff and parents cooperate to ensure that the school’s educational goals can be met. The school runs Wellbeing programs designed to assist young people to gain self-esteem and confidence, to work effectively in teams, take risks, be resilient, solve problems and show initiative. Restorative Practices requires students to take part in a conference that requires them to reflect on what they did, how they were feeling, how other people felt and how the situation can be fixed.

 Our school acknowledges the individual needs and differences of our students. Levels Foundation, 1 and 2 (Years Foundation to Year 2) focus largely on foundational literacy and numeracy skills and development of physical, personal and social capacities. At Foundation level, standards are written for English, Mathematics, Health and Physical Education, The Arts and Interpersonal Development. At Level 1 and 2, standards are introduced for ICT. At Level 3 and 4 (Years 3–4) students are expected to also achieve standards in Science, the Humanities, Thinking Processes, Design, Creativity and Technology, Personal Learning and Civics and Citizenship. Level 5 and 6 (Years 5–6) standards are introduced in the remaining domains of History, Geography, Economics and Communication. From this level, it is developmentally appropriate for students to be supported in and expected to achieve the full range of knowledge and skills in each of the three strands.

All students at risk and all Koorie students have individual learning plans.

All students who are in Out of Home Care (LookOut) will have Individual Education Plans and Cultural Plans if needed.

Extra curricula activities including involvement in sporting events play an important part in school life. The school community continues to explore viable teaching and learning innovations which will maximize the competencies of our students.

Students who are assessed in the levels A, D or C in either/both literacy and numeracy are required to have an ILP (Individual Learning Plan) where personalised goals are recorded for the individual students. The ILP is assessed at the middle and end of the year and this is reported to parents/guardians

**C. BUNDARRA PRIMARY SCHOOL PHILOSOPHY**

At Bundarra Primary School, we believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as educators to help students reach their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. We acknowledge the importance of child safety and protecting children from abuse (Please see Child Safety Policy for definition of abuse).

We believe each and every child has the potential to bring something unique and special to the world. We will help children to develop their potential by believing in them as capable individuals. We will assist children in discovering who they are, so they can express their own opinions and nurture their own ideas. We have a vision of a world where people learn to respect, accept, and embrace the differences between us, as the core of what makes life so fascinating.

Every classroom presents a unique community of learners that varies not only in abilities, but also in learning styles. The role of the school and teachers within the school is to give children the tools with which to cultivate their own knowledge. To accomplish this goal, teachers at BPS will teach to the needs of each child so that all learners can feel capable and successful. Teachers will present curriculum that involves the interests of the children and makes learning relevant to life. Teachers will incorporate themes, integrated units, projects, group work, individual work, and hands-on learning in order to make children active learners.

Finally, we will tie learning into the world community to help children become caring and active members of society. Refer to Bundarra Primary School Chid Safety Policy (S1)

**D. BUNDARRA PRIMAY SCHOOL Whole School Prevention Statement**

This school provides programs, services, information and resources that engage students:

1. By modelling the values of Respect, Teamwork and Support
2. By providing a safe and supportive environment in which students can learn and grow;
3. By encouraging punctual, regular attendance of all students at school; and
4. By engaging students cognitively, behaviourally and emotionally.
5. By integrating the “Positive People” values program where possible.

We do this by implementing the following:

* You Can Do It! stickers and awards
* Super Students (weekly)
* School raffle (drawn at assembly, tickets given for demonstrating values)
* Star of the Week
* Weekly values (newsletter/ assembly, classroom activities, family values challenges)

**E. child safety**

All students have the right to feel safe and secure. It is the responsibility of the school community to provide a safe environment where students can learn and grow. Corporal punishment is not used in our school. Our school has a zero tolerance of child abuse and every staff member has the responsibility to act on a concern they have about a student, especially in the case of child abuse. Bundarra Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Bundarra Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Bundarra Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. (S2)

All staff, contractors, volunteers and any other member of the school community will comply with Bundarra Primary School Child Safety Code of Conduct (S3). Staff will be employed using child safe practices (S4).

Staff will be required to respond to an incident, disclosure or suspicion of child abuse using a reporting template outlined in the reporting obligation policy. (S5) All staff will be familiar with the strategies to identify and reduce or remove risks of child abuse. (S6). Staff at Bundarra Primary School will deliver a personal safety education program from Foundation to grade 6 to teach children and young people how to be more assertive and resilient to risks and how to tell someone if anyone is harming them. (S7).

**F. Reciprocal Rights and responsibilities**

 The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY.**

**E. Agreed Responsibilities**

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

**F. Shared Expectations**

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|  | **RIGHT** | **PRINCIPAL TEACHERS** **SCHOOL STAFF EXPECTATIONS** | **STUDENT****EXPECTATIONS** | **PARENT/CARER****EXPECTATIONS** |
| **FREEDOM** | The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression | Treat all students with staff with respect. Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning; | Treat all students and staff with respect and encourage a positive learning environment through appropriate means of communication | Treat all students and staff with respect. Communicate any concerns parents have with their child through appropriate avenues and in a calm and constructive way |
| The right to have input into issues that affect you | Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning | Be open to feedback given by staff and students. For students to feel comfortable enough to express their ideas and feelings. | To feel comfortable enough to discuss issues with class teacher, school Principal or school council president.  |
| The right to access school and community resources | Plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students | Students can use a variety of materials, ICT and books to engage and support their learning | To provide financial support to the materials, ICT and books by paying school fees |
| **RESPECT** | The right to learn in an inclusive school community with access to full participation | Develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others | Communicate with peers in a respectful manner in formal and informal environments. Treat students with respect when using social networks eg. Facebook, Snapchat etc.  | Students to attend school every day, unless unwell or on a family holiday. |
| The right to value, celebrate and acknowledge cultural rights and diversity | Be aware of the social, cultural and religious backgrounds of thestudents they teach,and treat studentsequitably | Students accept the differences in other students such as religion, cultural backgrounds and disabilities. | NA |
| The right to have support at the point of need | Contribute to the development of school communities that support thelearning and wellbeing of both students and fellow teachers. Provide a differentiated curriculum to all students. | Communicate with the class teacher when work is too challenging and accept the assistance given to students by the class teacher | NA |
| **EQUALITY** | The right to receive a rewarding and meaningful education through challenging learning goals | Use their knowledge of students, content and pedagogy to establish clear and achievable learninggoals for their students | Students are aware of their personal goals and they work to meet these goals with the support provided by the teacher | Students show growth in their educational learning |
| The right to defend or explain your actions | Teachers establish and maintain clear andconsistent expectationsfor students as learnersand for their behaviourin the classroom | Students engage in the restorative circle with the teacher when an issue arises. | To communicate with the class teacher and/or school Principal appropriately. |
| The right to be treated as an individual | Know the learning strengths and weaknesses of their students and are awareof the factors that influence their learning | That students needs are met on an educational and emotional basis. | Staff and parents/guardians to be receptive and respectful to each other. |
| **DIGNITY** | The right to a dignified existence | Understand and fulfil their legal responsibilities andshare responsibility for the integrity of their profession | To treat others as they wish to be treated themselves by not belittling, using sarcasm, put downs. | To instil a sense of pride in their belongings and beliefs. Display appropriate behaviour in the community. Ie, What is acceptable to whom. |
| The right to be and to feel respected | Develop a positive learning environment where respect for individuals is fostered and where learning is the focus | The right to feel a proper sense of pride and self-respect.To feel worthy of respect, self esteem, or honour.  | Provide a good model of dignified behaviour, encouraging self esteem and respect in the child. Treat other people in the community with respect and dignity. |
| The right to privacy | Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students | Their private world is not invaded. Eg, belongings and beliefs. | The right to privacy at home. To provide a private space that is theirs.  |

**F. AGREED CONSEQUENCES**

Bundarra PS has a Student Behaviour management Program that covers the classroom, the playground and travelling to and from school.

**Student Code of Conduct**

 **(includes Behaviour, Discipline and Anti-Bullying Programs)**

**Purpose**

At Bundarra Primary School we believe that teachers have the right to teach and every child should have the opportunity to learn each day without interference. We expect all children to behave appropriately. Teachers will acknowledge and encourage appropriate behaviour. It is also expected that the home environment will support the school's beliefs, reinforcing the school's expectations.

**Guidelines**

1. Each class (teachers and students) will co-operatively develop classroom rules to promote a positive school culture.

2. At the beginning of each year through the “Learning to Learn” program, to ensure consistency throughout the school, each class teacher will explicitly teach and reinforce classroom and playground rules. This will be revisited each term or as required.

 **Classroom rules**

* No hats or shoes inside.
* Put hand up to share.
* Keep hands and feet to yourself.
* No put-downs.
* Walk in the classroom and corridors.
* Use manners.
* Follow teacher’s instruction without defiance.
* Maintain eye contact and speak nicely when spoken to.
* Respect school property

**Playground Rules**

* Bikes will be walked within the schoolyard. Children under 9 years must have adult supervision when riding.
* Students will walk in the area surrounded by classrooms and around buildings.
* Children must play on and with equipment in an appropriate manner and be aware of others around them.
* Areas out of bounds are the front garden of the school, carpark, any area beyond the oval boundaries, area between basketball courts, the library area when not opened, behind or in the shelter sheds and the driveway beyond the oval and the kinder veranda.
* Children will play in a physically appropriate manner. Aggressive and/or intolerant behaviour is unacceptable.
* Children will not be allowed in classrooms or the corridors without supervision
* Injured children are to go to the teachers on duty.
* Children are to remain seated at playtime and lunchtime or in their classroom until the bell goes.
* All litter and food scraps are to be placed in the bins provided.
* All children must be sensibly assembled after each recess by the bell. Music will be played as a warning that the bell is about to go. Habitual latecomers will he asked to make up the learning time lost in their own time.
* Students are expected to return sporting equipment they borrow.
* Positive behaviours in the school yard will be rewarded with raffle tickets
* Hats are worn in terms 1 and 4.

3. The emphasis will be on expecting and encouraging positive behaviour. Each class will also develop a system of appropriate rewards and/or acknowledgments to further encourage cooperative, positive behaviour.

4. Teachers will promote the “You Can Do It” program within their classes. They encourage and reward school YCDI values. (Confidence, Persistence, Getting Along, Resilience and Organisation.) The “Positive People” values program was integrated into this from 2017. The Wellbeing Team designed and developed activities, YouTube links, family values challenges, weekly quotes for use in all classrooms (including specialists). The next work for this team will be to link activities to Victorian Curriculum Capabilities in 2018.

5. The Respectful Relationships program was added into our curriculum in 2018, and as a partner school with Portland Secondary College, we deliver and support students with the designated lessons in a two year cycle. A co-ordinator within Bundarra oversees this work and teams plan activities during designated team planning sessions.

6. The 2019 School AIP involves the addition of “Berry Street Education Model” trauma informed practice program into our student wellbeing toolkit. We are training all staff in this program. This work has been funded by School Council through annual budgeting processes.

7. Individual students are supported through the “Kids Hope” mentoring program, which operates weekly with volunteers from the community. This program is part of the World Vision organisation and has been operating at Bundarra for many years. Parent approval is requested to be involved in this valuable additional student support program.

8. Student Behaviour Support Plans are in place for some of our students, and these are developed with parents, staff and students to tailor the positives and consequences to suit individual student needs. Students on these plans are supported with positive rewards that they have agreed to and consequences designed to assist students to modify their behaviour in line with school community expectations. Regular meetings are held with parents regarding these plans and communication is a vital part of making this work. The most rewarding part of this is when a student has demonstrated behavioural improvements and can “shred” their plan. This act signifies improvement and promises appropriate behaviours will be shown into the future.

9. In the event of inappropriate behaviour in the classroom, the following procedures will be followed. These are the procedures for children who show inappropriate behaviour one or more times on any one day. It must be stated that each day starts with a 'fresh sheet", the misdemeanours of previous days will not to be carried over.

**Inside the classroom:**

1. First warning – name on board
2. Second warning – name and a cross
3. Third warning – name and two crosses
* At this point, the child is sent to the exit room until the next break.
* On return to the room the teacher, who exited the student has to go through reflective questions and also fill appropriate forms outlining warnings to parents.
* If a student is misbehaving in the exit room, they will be asked to spend the remainder of their time in the office and if they misbehave in the office, they will be sent home.
* Each form is sent home and communication with the parent/guardian is made by phone, in person or use of the school diary.
* After three forms, parents are requested for an interview to discuss their child’s behaviour and a behaviour plan is drawn up.
* If it is necessary to instigate a second behaviour plan in a year then expulsion/voluntary transfer is the final consequence.

**In the event of inappropriate yard behaviour, the following procedures will be followed:**

* The yard duty teacher will determine whether a behaviour was level 1, 2 or 3.
* In the event of level 1or 2, their behaviour is recorded on ClearTrack. Where possible yard duty teachers will conduct restorative circles with those involved to determine the problem and the subsequent level. These incidents are written up on ClearTrack and emailed to teachers. If the yard duty teacher or class teacher is unable to follow up with an incident, a member of the leadership team will. Level 3 incidences are addressed by the Principal and /or vice principal immediately and recorded on ClearTrack and consequences apply immediately.
* Relevant contact will be made with families regarding the incident.
* The yard duty teacher/classroom teacher or leadership will follow these steps for the any level 2 offences:
* Conduct a restorative circle with those involved to discuss behaviour, feelings and action.
* The 2nd and 3rd level 2 offence will result in immediate consequence which are outlined on the back of the blue form depending on behaviour.
* Four level 2 misdemeanours of the same behaviours will require parental interview and a behaviour plan drawn up for the child.
* Six level 2 misdemeanours of the different behaviours will require parental interview and a behaviour plan drawn up for the child.
* Two level 3 misdemeanours will result in immediate suspension and a parent interview will be requested on return to school.
* Three level 3 misdemeanours will require parent interview and student behaviour plan.
* These behaviour plans will be individual and contain steps or consequences. Each subsequent misdemeanour will result in working down the list of consequences.
* Appropriate communication will be given to parents notifying them of the severe consequence. E.g. suspension.
* Consistent and continued inappropriate behaviour may lead to suspension or expulsion.

***In accordance to Ministerial Order No. 1. Discipline of Pupils and Student Discipline Procedures 1994, inappropriate behaviour may lead to suspension and/or expulsion.***

**Bundarra Primary School Anti Bullying Policy**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

**What Is Bullying?**

Bullying is repeatedly hurting another person who is less powerful. Bullying results in pain and distress to the victim.

Bullying can be:

* Emotional-- being unfriendly, excluding, tormenting (e.g. hiding books threatening gestures)
* Physical-- pushing, kicking, hitting, punching or any use of violence
* Racist-- racial taunts, graffiti, gestures
* Sexual-- unwanted physical contact or sexually abusive comments
* Homophobic --because of, or focusing on the issue of sexuality
* Verbal-- name-calling, sarcasm, spreading rumours, teasing
* Cyber-- all areas of internet, such as email & internet chat room misuse
 mobile threats by text messaging & calls
 misuse of associated technology, i.e. camera &video facilities

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

**Objectives of this Policy**

* All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
* All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
* All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
* As a school we take bullying seriously. Pupils and parents should be assured that they would be supported when bullying is reported.
* Bullying will not be tolerated.

**Procedures**

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour- Restorative Practices Approach
7. Developing skills of Resiliency

**Outcomes**

1) The bully (bullies) may be asked to genuinely apologize. Other consequences may take place.

2) In serious cases, suspension or even expulsion will be considered

3) If possible, the pupils will be reconciled through a Restorative Practices approach

4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

**Communication to School Community**

* Our school’s discipline procedures are discussed at the end of every year with parents who have children beginning Foundation the following year
* Our School’s discipline procedures are discussed with all families that enrol their children to our school during the year.
* Anti-bullying and Suspension procedures are attached in our school newsletter throughout the year.
* Parents are contacted, as a part of our school discipline procedure, and further discussions are made about Behaviour Plans prior to the event.

**Prevention/ Developing Resilience**

* Writing a set of class rules
* Writing stories or poems or drawing pictures about bullying
* Reading stories about bullying or having them read to a class or assembly
* Making up role-plays
* Having discussions about bullying and why it matters
* Conducting an annual bully survey and reviewing the results at staff level.

**Evaluation:**

This policy was ratified by school council in on 11/12/2018.

This policy will be reviewed as a part of the school’s annual review cycle in Term 4, each year.