STUDENT ENGAGEMENT & WELLBEING POLICY

Rationale

At Solway Primary School, we believe that students learn best when they are healthy, safe, supported and feel connected to their school, family and community. This requires the provision of a learning environment that promotes the physical, social and emotional wellbeing of each student and encourages them to develop increasing levels of self-responsibility for learning, safety and effective relationships with peers and teachers.

Aims

- To ensure that all students feel part of a safe, supportive and inclusive environment that enhances wellbeing and learning

- To ensure that all students are actively engaged in learning that is purposeful, deepens understanding and optimises opportunities to participate in all aspects of school life

This is achieved by:

- ➢ Providing students with opportunities to fulfil their potential academically, emotionally, socially and physically

- ➢ Maintaining a safe environment that facilitates learning appropriate to each student's stage of development

- ➢ Supporting teachers with strategies and structures that enable them to develop and maintain an effective learning environment

- ➢ Enhancing the capacity of all members of the school community to establish positive relationships

- ➢ Developing each student's ability to take responsibility for their actions

Guidelines

- It is every student's, teacher's and parent's responsibility to ensure that we have a safe and supportive school environment

- Student wellbeing and engagement are promoted through a 'Restorative Practices' approach, based on the building of positive relationships and the establishment of a supportive environment that is fair, consistent and democratic

- All students are expected to behave in ways that will keep themselves and others safe and enable all students to feel a genuine sense of belonging

- The Solway *School Values* apply to all members of our community. It is important that all members of the school community know what these values are, understand what they mean and demonstrate them through their actions

- Positive behaviour should be reinforced and students should be encouraged to take responsibility for their own behaviour

- Implementation of this policy will be the responsibility of all staff

- Mandatory Reporting of suspected child abuse is the obligation of all teachers

Implementation

1. Each year a *Student Wellbeing Coordinator* will be appointed to take responsibility for providing support for staff with the implementation of the school's student wellbeing programs, strategies and initiatives in accordance with the *Student Engagement and Wellbeing* policy and procedures.

2. A range of resources and strategies will be implemented to support the school's student wellbeing programs, strategies and initiatives including You Can Do It, Art Costa's *Habits of Mind*, Mindfulness (including *Smiling Minds*) and the weekly conducting of *Circle Time* sessions in each classroom.

3. In circumstances where a member of staff becomes aware of any concerns relating to a student's wellbeing, that staff member has the responsibility to inform a member of the *Principal Team* or the *Student Wellbeing Coordinator*. If a member of the Teaching Service becomes aware of a matter relating to *signs and disclosures of physical and/or sexual abuse, and neglect that Teaching Service member is* mandated by law to report it, in accordance with the DET – CHILD PROTECTION – REPORTING OBLIGATIONS ✓

4. The school's *Student Code of Conduct* (which includes the *School Values)* and each home room's *Class Norms* are important resources to be used to support students to increase their awareness about safe and appropriate ways to play and behave.

5. All staff will be provided with opportunities to access professional learning and to receive professional support from colleagues to enable them to successfully implement the school's student wellbeing programs, strategies and initiatives.

6. Regular communications will be maintained with all members of the school community so that students, parents and staff can be kept informed of the school's approach to Student Wellbeing, including behaviour management processes, specific programs, strategies and initiatives. Such communications will comprise of school newsletter articles, notices to parents, student and / or parent information sessions, designated wellbeing display spaces, school assembly presentations and the school's website.

7. Input and feedback from students, parents, teaching staff, support staff and relevant professionals will be actively sought to assist the school to define, continuously improve and implement a consistent and commonly understood approach to Student Wellbeing.

8. The Principal Team will ensure that policies linked to Student Engagement and Wellbeing will be reviewed and updated as required.

9. The Principal Team, Buildings and Environment Committee and the Occupational Health and Safety (OHS) Representative will be responsible for scheduling and conducting regular safety checks of the school grounds.

10. A *Whole School Transition Program* for students will be implemented and reviewed each year.

11. A *Buddies Program* for students in Year Prep and involving students form Years 5 & 6 will be implemented and reviewed each year.

APPENDIX ONE - SCHOOL PROFILE STATEMENT

Solway is the centre of a vibrant, active and supportive school community with strong parental involvement. Solway is committed to challenge and stimulate all of its students to reach their full potential in a safe and supportive learning environment. The school's values of Respect, Responsibility, Integrity, Care and Compassion, Acceptance and Understanding, Honesty and Fairness, and the school motto "Our Best Always", underpin how all members of our community are expected to conduct themselves.

Developing social competence is a priority, with a whole school approach to student learning, engagement and wellbeing. This approach ensures that the focus remains on developing well-rounded, socially competent students who are able to manage themselves as individuals and in relation to others, understand the world in which they live and act effectively within that world. By committing to this focus, we recognise the importance of educating the 'whole child'.

The global shift towards digital learning requires programs and strategies that promote the key competencies required of 21st century learners. Embedding the new pedagogies of collaboration, critical thinking and problem-solving, communication, citizenship, character education, creativity and imagination will enable the school to prepare our students for their futures. The teaching of these key competencies will be complemented through the continued acquisition of the necessary digital resources to support and enhance learning.

A strong emphasis is placed on the teaching and learning of key competencies in Literacy and Numeracy, while outstanding specialist programs are conducted in Performing Arts, Visual Arts, Physical Education, Science and Japanese. Differentiated teaching and learning in each of these core and specialist subjects reflects the school's developmental approach to curriculum, which is designed to cater for the learning of all students by building on their previous learning achievements and successes. This is supported by a range of engaging and enriching whole school programs and extra-curricular activities, both within and beyond the classroom.

Solway has made a fervent commitment to the development and integration of *Digital Technologies*. This commitment ensures that all students are given access to relevant and contemporary digital tools and technologies as an integral part of their daily learning and curriculum activities. Ensuring that *Digital Technologies* are used as an integral tool across the whole school curriculum provides students with stimulating and engaging learning experiences and opportunities, supports their individual needs as digital learners and assists them to achieve learning goals and outcomes across all areas of their learning.

The design and layout of the physical learning environment at Solway plays an important part in supporting student learning, engagement and wellbeing. All classes are conducted in spacious, contemporary and flexible learning environments, with stimulating learning experiences being enhanced and promoted through the use of shared and flexible learning spaces. The school's extensive and leafy grounds provide students with fun, safe and varied play spaces. Basketball and netball courts, an attractive all weather synthetic turf oval and mini soccer field, shaded play equipment, a running track and fitness stations, game courts and an amphitheatre create versatile and high quality play areas for creative, active and passive play. A designated Prep playground includes a large shaded sandpit.

Solway also offers an accredited and highly successful Outside School Hours Care program in a well-resourced and welcoming environment which is popular with families.

At Solway, student wellbeing and engagement are viewed as the responsibility of all members of the school community. Therefore, the processes and practices outlined in this policy are designed to support a 'whole school approach' to student wellbeing and engagement.
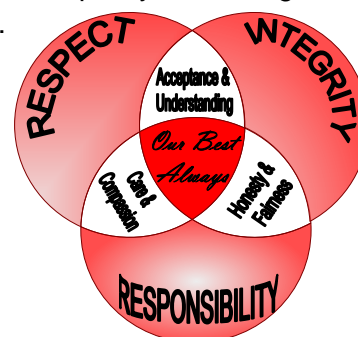
Several key elements have been identified as being vitally important when it comes to supporting and promoting student engagement and student well-being here at Solway. These include:

- Maintaining and building upon Solway's positive school culture through daily practices and processes that provide all students with a diverse range of learning opportunities and experiences as part of our learning community
- Providing a safe and supportive learning environment, including our on-line environment, where students are treated equally and fairly and have clear and consistent expectations regarding their conduct and behaviour, including the consequences
- Creating expectations of positive and supportive relationships based around our *School Values*, through regular discussion, communication and modelling, as well as integrating the associated behaviours into our behaviour management processes and daily interactions
- Promoting pro-social values and behaviours by providing support and opportunities for our students to build their capacities to take greater individual responsibility for themselves and their learning, know themselves as learners and to work cooperatively and collaboratively in groups and teams with other students
- Developing the necessary cyber safety skills, knowledge, attitudes and behaviours required of students to participate and function effectively and appropriately with the use of digital technologies
- Encouraging student participation and student voice through the provision of opportunities and forums that empower students to provide feedback that is valued, received without prejudice and has the opportunity to actively influence and inform school decisions and policy making
- Engaging parents and carers proactively as 'partners in learning' through regular opportunities and forums for communication and a range of programs, events and initiatives to foster active involvement and participation in their children's education
- A strong focus on primary prevention and early intervention activities as part of a whole school approach to student wellbeing, including cyber safety
- Responding in a timely manner to individual students who may be vulnerable or 'at risk' and therefore in need of additional assistance, through an increased awareness of individual student needs and circumstances, the possible risk factors involved and the services available to support such students
- Actively involving and drawing upon the expertise and capacity that exists in our local community through the creation and maintenance of regular communication with local organisations
- Ensuring that Solway's student engagement and well-being practices and processes are reflective of:
  - ➤ the characteristics of effective schools as detailed in the *Effective Schools Model* (Sammons, Hillman & Mortimore, 1995)
  - ➤ the four priorities and six evidence-based initiatives of the DET *Framework for Improving Student Outcomes*.

APPENDIX TWO - WHOLE SCHOOL ENGAGEMENT STATEMENT

Solway Primary School's core purpose is to challenge and stimulate all students to reach their full potential in a safe and supportive learning environment. We believe that this is best achieved through the creation and development of a highly engaging learning environment. The improvement of student engagement remains an important goal in our School's Strategic Plan, while our current Annual Implementation Plan details strategies and programs designed to enhance student engagement across the school.

Elements of Student Engagement

Behavioural engagement – refers to the students' participation in education, including the academic, social, and extra-curricular activities of the school.
Emotional engagement – encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
Cognitive engagement – relates to students' investment in learning and their intrinsic motivation and self-regulation.

Solway actively promotes Student Engagement in the following ways: *

Behavioural Engagement	Emotional Engagement	Cognitive Engagement
Positive conduct, rule following, adhering to norms, involvement in learning tasks, effort, persistence, attention, class participation, and participation in school-related activities.	*Affective reactions in the classroom: (interest, happiness) and affective reactions to the school and/or teacher, identification with the school.*	*Investment in learning, learning goals, intrinsic motivation, and self-regulation, being strategic.*
- A strong emphasis on the *School Values* through explicit teaching and regular, ongoing and incidental references to the values contained in the triumvirate - The implementation of a Solway *Student Code of Conduct* which clearly articulates the Rights and Responsibilities of all students - The conducting of a whole school Learning Induction Program for Students (L.I.P.S.) at the beginning of each year during which teachers and students work together to develop class routines and processes - The collaborative development of shared Classroom Norms that make clear behavioural expectations of students in their learning environment - The active development of social competencies through programs such as *You Can Do It* and frameworks such as the *Habits of Mind* - The gradual introduction of *Restorative Practices* designed to prevent and respond to incidences of student misbehaviour - The use of 'Circle Time' as a means of building positive relationships between all class members, to create a collaborative and safe learning environment - The facilitation of group learning and team-based activities within the regular learning program, where students are required to fulfil their particular role responsibly and be accountable to the other members of their group or team - The establishment and maintenance of regular tasks that students are responsible for completing as part of their daily and weekly learning routines. - The provision of prompt and timely access to appropriate student support services e.g. Integration Aide, Guidance Officer, Councillor, Speech Pathologist, Occupational Therapist, School Nurse - The delivery of student wellbeing programs and initiatives designed to promote and develop resilience and mindfulness	- Active and regular seeking of *and* responding to input from students, both formally and informally, via Student Representative Council, student surveys and other feedback mechanisms - Acknowledgement and recognition of students' efforts and achievements including *Pupil of the Week* awards - The planning and adapting of learning units based on an Inquiry approach, to suit the learning needs, interests and backgrounds of the students - Programs such as *Buddies*, *Student Leadership* and *House Group* activities to promote responsibility and interaction amongst students - Engaging students in *Deep Learning* by developing their skills and capacity to be lifelong learners, creative, connected and collaborative problem solvers who can successfully participate and innovate in our increasingly interconnected world - A pertinent range of specialist teaching programs including inter-school sport - The implementation of incursions, excursions, camps and other special events and activities as part of the students' regular learning program - The implementation of a broad range of extra-curricular learning opportunities beyond the classroom including subject based, special interest classes and externally provided programs - The implementation of strategies and programs designed to promote intra-school, K-Prep & Yr. 6-7 transition - Information sharing, feedback and communication about student needs and progress between teachers and with parents, e.g. *Handover, Parent – Teacher Meetings* - Regular social events e.g. School Disco - Encouraging active parental involvement in student learning through the Parent Helpers Program, events and celebrations e.g. Fathers' Day Breakfast - Ensuring parents are well informed of school events, programs and initiatives through the Skoolbag App, School Newsletter and scheduled information sessions - The maintenance of an attractive and varied physical learning environment that includes shared and open classroom spaces, facilities for P.E. & Sports, Visual & Performing Arts & a Kitchen Garden, all of which cater for a wide range of learning opportunities and experiences - A well-resourced and welcoming OSHC program	- A holistic approach to *Student Assessment* incorporating formal assessments included in the Whole School Assessment Schedule, in conjunction with teacher–based, anecdotal and observational assessments to form a clear picture of student learning and achievement - The drafting, evaluating and communicating of Individual Learning Plans used to monitor and plot the progress of students performing below or significantly above the expected level of achievement, based on their learning goals - The planning of Literacy, Numeracy and Inquiry in Professional Learning Teams to ensure the delivery of a consistent and rigorous curriculum - The adoption of a differentiated approach to the planning and implementation of Literacy, Numeracy and Inquiry learning - The embedding of Digital Learning into students' daily learning programs - Participation in a range of programs and assessments that enable students to demonstrate their aptitude or pursue their interests and passions across all areas of the curriculum e.g. Tournament of Minds, Science Talent Search, Inspiration & Enrichment program and the International Competitions & Assessments for Schools (Uni. N.S.W.) - The embedding of the PoLT Principles and the *e5 model* into teachers' daily teaching practice - The use of scaffolded and sequential learning programs and targeted teaching groups in Literacy and Numeracy based on students' learning needs - The infusing of thinking skills and tools into students' daily learning programs - Supporting student learning through teacher professional learning and peer partnerships - Delivery of Reading Recovery, English as an Additional Language (E.A.L.), Literacy and Numeracy programs to support student learning

*While each of the above programs, strategies and initiatives are listed under only one element of *Student Engagement*, it is acknowledged that in many instances these may apply to two or all three elements.

APPENDIX THREE - RIGHTS AND RESPONSIBILITIES

3.1 All members of our school community have rights and responsibilities

STUDENTS' RIGHTS AND RESPONSIBILITIES	
Students have the right to:	**Students have the responsibility to:**
• Be safe and feel safe at all times • Be respected by all members of the school community • Have an inclusive, supportive and secure learning community where they can learn and interact with others, without intimidation, bullying (including cyber-bullying) or harassment • Have the opportunity to reach their full potential, develop their talents and interests and have their individual learning needs met through participation in classroom, specialists and extra-curricular learning programs • Be supported and encouraged to gradually take greater responsibility for their learning through the setting of goals and the managing of resources to achieve these goals • Have the freedom to interact, make friendship choices and associate with other students • Learn in an environment where diversity is embraced and all students are accepted and treated equally regardless of race, gender or beliefs • Learn in an environment that reflects local community expectations, as articulated in the school's relevant curriculum and wellbeing documentation and school policies • Have the opportunity to nominate for positions of student leadership as they arise • Be encouraged to voice opinions and ask questions	• Display positive behaviours in relation to themselves, other students, teachers, parents and visitors that are in accordance with the *Student Code of Conduct*, including the *School Values*, *Expected Behaviours* and *Class Norms* • Demonstrate respect for the rights of other students, including their right to learn without interference • Demonstrate respect for the rights of teachers, parents, support staff and visitors • To participate fully in the school's educational programs • Show respect and care for school property and other people's belongings • Always strive for their best in their learning, regardless of the task or challenge • Attend all classes as required and to be punctual to all classes • Gradually take greater responsibility for their learning through the setting of goals and striving towards achieving them • Act cooperatively and inclusively with other students within the learning environment • Fulfil the expectations of Student Leadership positions • Voice opinions and ask questions in an appropriate manner • When representing Solway outside of the school, to act in accordance with the *Solway School Values* and the expected *Travel Safety and Outside School Behaviours*

PARENTS' & CARE GIVERS' RIGHTS AND RESPONSIBILITIES	
Parents / care givers have the right to:	**Parents / care givers have the responsibility to:**
• Have their children educated in an environment in which the school's values and an awareness of the rights of others are supported and encouraged • Have a physical learning environment provided for their children is safe and promotes behavioural, emotional and cognitive engagement • Have school staff promptly and constructively raise with them any issues pertaining to their child's learning, including their wellbeing, behavioural, emotional or cognitive engagement • Have school staff who will make themselves available in a timely manner to receive information from parents or care givers relating to any issues or concerns they may have regarding or affecting their children's learning • Have school staff who will provide clear, accurate and regular feedback regarding their children's well-being, levels of academic achievement and their behaviour, including what is expected of the children • Expect that all decisions and aspects of the school's operations that directly impact on their children's learning are communicated transparently • Be given the opportunity, where appropriate, to participate as active partners in their children's learning • Have the learning undertaken by their children reflect local community expectations, including the school's values and relevant curriculum documentation and policies	• Ensure their child's regular attendance at school • Inform the school of any anticipated student absences, as soon as they become aware of them • Support the school in maintaining a safe and respectful learning environment for all students • Support and espouse the school's values through discussions and actions relating to the school • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • Promptly and constructively raise with their child's teacher, or where appropriate, a member of the School Leadership team, any issues that may impact on their child's learning, including their wellbeing, behavioural, emotional or cognitive engagement • Make themselves available in a timely manner to receive information from their child's teacher relating to any issues or concerns they may have regarding or affecting their children's learning • Arrange with their child's classroom teacher a mutually convenient appointment time should they wish to engage in a face-to-face meeting or discussion • Encourage their children to take positive risks with their learning • Take advantage of opportunities to be involved in their children's schooling whenever and wherever possible

TEACHING STAFF'S RIGHTS AND RESPONSIBILITIES

Teaching Staff have the right to:

- Work and teach in a safe, orderly and cooperative environment

- Be informed, within privacy requirements, about matters relating to students that will affect them as individuals, other students and/or staff or the teaching and learning programs being implemented

- Expect parents to promptly and constructively raise with staff any issues pertaining to their child's learning, including their wellbeing, behavioural, emotional or cognitive engagement

- Expect parents to make themselves available in a timely manner to receive information from parents or care givers relating to any issues or concerns they may have regarding or affecting their children's learning

- Participate in supportive and productive professional relationships with their colleagues through the adherence of all staff members to the *Staff Code of Conduct* and the relevant school policies relating to professional conduct

- Have the opportunity to continually enhance their teacher practice, and refine their conceptual and pedagogical skills and understandings through access to relevant professional learning based on their individual and collective needs

Teaching Staff have the responsibility to:

- Know, understand, create and maintain an optimal learning environment for students that is safe, supportive and challenging

- Fairly, reasonably and consistently, implement the *Student Wellbeing & Engagement Policy*

- Act in accordance with the VIT Professional Responsibilities and the AITSL standards of Professional Practice and the Professional Standards for teachers and principal class staff

- Promptly and constructively raise with parents any issues pertaining to their child's learning, including their wellbeing, behavioural, emotional or cognitive engagement

- Make themselves available in a timely manner to receive information from parents or care givers relating to any issues or concerns they may have regarding or affecting their children's learning

- Plan, implement, assess and evaluate learning programs and instructional sequences using a range of teaching strategies and resources to effectively engage students in their learning

- Provide clear, accurate and regular feedback to parents regarding their children's well-being, levels of academic achievement and their behaviour, including what is expected of them

- Develop and maintain supportive, positive and productive relationships with students, parents and colleagues through adherence to the *Staff Code of Conduct* and the relevant Solway and DET policies and documents relating to professional conduct

- Espouse and display the *Solway School Values*

- Support and encourage students to gradually take greater responsibility for their learning by setting goals and managing resources to support and challenge them to achieve their goals

- Promote student engagement through the encouragement of positive risk-taking, independence and student voice

- Maintain appropriate confidentialities relating to the individual circumstances and learning needs of students in their *duty of care*

EDUCATION SUPPORT STAFF'S RIGHTS AND RESPONSIBILITIES

Education Support Staff have the right to:

- To work and support students in a safe, orderly and cooperative environment

- Be informed, within privacy requirements, about matters relating to students that will affect them as individuals, other students and/or staff or the teaching and learning and/or support programs being implemented

- Expect parents and teachers to promptly and constructively raise with them any issues pertaining to students they have been allocated responsibility for, including their wellbeing, behavioural, emotional or cognitive engagement

- Have the opportunity to continually enhance their skills and understandings through access to relevant professional learning based on their individual and collective needs

Education Support Staff have the responsibility to:

- Flexibly and accessibly support students, individually or in groups, based on their identified learning needs

- Support teachers in providing engaging learning opportunities for all students

- Contribute to student wellbeing by ensuring a positive, nurturing and enthusiastic learning environment, appropriate to the needs of individual students

- Promote engagement amongst students with identified learning needs through the encouragement of positive risk-taking and independence

- Maintain appropriate confidentialities relating to the individual circumstances and learning needs of students in their care

- Provide basic physical and emotional care for students and assist with the coordination and planning of student routines

- Provide routine customer service tasks such as reception and providing advice about the school

PRINCIPAL CLASS STAFF'S RIGHTS AND RESPONSIBILITIES

Principal Class staff have the right to:

- To work and perform their role as the leader of the school in a safe, orderly and cooperative environment
- Be informed, within privacy requirements, about matters that will affect any individuals within the broader school community , including students, staff, parents, volunteers or service providers, or the teaching and learning programs being implemented
- Expect parents to make themselves available in a timely manner to receive information from the Principal relating to any issues or concerns they may have regarding or affecting their children's learning
- Participate in supportive and productive professional relationships with colleagues through the adherence of all staff members to the *Staff Code of Conduct* and the relevant school policies relating to professional conduct
- Have the opportunity to continually enhance their capacities as school leaders through access to relevant professional learning based on their individual and collective needs

Principal Class Staff have the responsibility to:

- Ensure the delivery of a comprehensive, high quality education program to all students
- Effectively manage and integrate the resources available to the school
- Provide leadership that actively promotes and supports student engagement
- Contribute to system-wide activities, including policy and strategic planning and development
- Ensure staff, students and the school community understand what is expected of them
- Support staff and students with the resources required to assist them in the process of effective and engaging learning and teaching
- Ensure that the school's curriculum caters for the needs of all students and that the school responds appropriately to students' needs
- Lead all sections of the school community in working together to develop and maintain a positive and engaging learning community
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate
- Comply with regulatory and legislative requirements and Department policies and procedures

3.2 Bullying and Harassment

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. For further details please refer to Solway's *Bullying Prevention* and *Cyber Safety* policies and the Department of Education and Training's policies and procedures

3.3 Legal Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. At Solway we acknowledge and adhere to the principles of:

- **The Victorian Teaching Profession Code of Conduct**

  http://www.vit.vic.edu.au/media/documents/imported-files/spl/Code-of-Conduct-2015.pdf

  The code defines a set of principles or standards for the behaviour and conduct of all Victorian teachers, in the Victorian Government Teaching Service and the non-Government sector. It is based on the values of integrity, respect and responsibility. Its purpose is to promote adherence to the values teachers see as underpinning their profession; to provide a set of principles which will guide teachers in their everyday conduct and assist them to solve ethical dilemmas; and to affirm the public accountability of and promote public confidence in the teaching profession.

- **The Equal Opportunity Act** http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm

  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, socio-economic status or their age.

- **The Education & Training Reform Act**

  http://www.education.vic.gov.au/about/directions/reviewleg.htm

  This Act includes a set of overarching principles upon which the practice of education in Victoria is to be based. It requires all providers, both government and non-government owned, to deliver their programs and teaching in a manner that supports Australian democratic practices, including a commitment to equal rights for all before the law, freedom of religion, speech and association, and the values of openness and tolerance. The legislation is underpinned by a commitment to diversity, choice innovation and access to education and training of the highest quality.

- **The Charter of Human Rights and Responsibilities Act 2006**

  http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

  http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm

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

  FREEDOM, RESPECT, EQUALITY and DIGNITY. The Charter of Human Rights and Responsibilities Act 2006 is a Victorian law that sets out the basic rights, freedoms and responsibilities of all people in Victoria, following the four basic principles of freedom, respect, equality and dignity. Twenty fundamental human rights are protected in the Charter because the Victorian Parliament recognises that, as human beings, we have basic rights, including the right to be treated equally, to be safe from violence and abuse, to be part of a family and to have our privacy respected.

  The Charter requires the Victorian Government, public servants, local councils, Victoria Police and other public authorities, including government schools, to act compatibly with human rights, and to consider human rights when developing policies, making laws, delivering services and making decisions.

- **The Disability Standards for Education**

  http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

  These standards seek to ensure that students with disability can access and participate in education on the same basis as other students. 'On the same basis' means that a student with disability must have opportunities and choices which are comparable with those offered to students without disability. The Standards cover enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation. Under the Standards, education providers must consult, make reasonable adjustments and eliminate harassment and victimisation.
  All education providers are bound by the Standards: preschools and kindergartens, public and private schools, public and private education and training places and tertiary institutions including TAFEs and universities.

- **Department of Human Services - Mandatory Reporting Advice**

  http://www.dhs.vic.gov.au/cpmanual/intake/overview-of-intake-of-reports-under-the-children,-youth-and-families-act/?a=660715

  This Advice provides information regarding the statutory requirements of mandatory reporting to the Child Protection service. Doctors, nurses, midwives, teachers and principals, and police are specifically compelled to report if they believe on reasonable grounds that a child is in need of protection from physical and sexual abuse.

- **Department of Education and Training – Child Protection Reporting Obligations**

  http://www.education.vic.gov.au/school/principals/spag/safety/pages/childprotection.aspx

  This policy defines the roles and responsibilities of school staff in protecting the safety and wellbeing of children and young people. It enables staff to identify indicators that a child or young person may be in need of protection, make a report about a child or young person who may be in need of protection and comply with reporting obligations under child protection law and criminal law and fulfil their duty of care.

APPENDIX FOUR - SCHOOL ACTIONS AND CONSEQUENCES

CORPORAL PUNISHMENT IS NOT PERMISSABLE

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
- acknowledging student persistence and student or group achievements

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
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour

Broader support strategies will include:

- involving and supporting the parents / care givers
- timely and sequential 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
- involving community and regional support

More Severe Discipline Procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and pro forma for use in suspension and expulsion procedures.

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf

Evaluation:

This policy will be reviewed annually with reference to the following:

1. Comparison of data from the Attitudes to Schools Survey, based on the targets set out in the school's Annual Implementation Plan and School Strategic Plan
2. Comparison of data from the Parent Opinion Survey, based on the targets set out in the school's Annual Implementation Plan and School Strategic Plan
3. Comparison of data from the Staff Opinion Survey, based on the targets set out in the school's Annual Implementation Plan and School Strategic Plan

PRODUCED IN CONSULTATION WITH THE SCHOOL COMMUNIUTY

RATIFIED BY SCHOOL COUNCIL – MAY 2016