

Policies

Student Well-being and Engagement Policy

Status: Review 2016

Rationale:

RHPS vision: Inspiring all learners to be resilient, ethical citizens who will thrive in a global, innovative and sustainable community.

Rolling Hills Primary School (RHPS) is committed to preparing students for a positive and productive future.



Our school provides an engaging learning environment using contemporary practices to challenge and inspire all students to maximise their learning and develop resilience.

Parents, students and staff take an active role in creating, developing and maintaining a school environment that supports our ethos of inclusion and catering for individual student needs. Our focus on Student Leadership helps to prepare students for the future. Rolling Hills Primary School promotes a caring and inclusive environment in which students, staff parents and community members can interact in a harmonious and constructive manner for the benefit of all students. Students' diverse backgrounds, abilities, learning styles, needs and relevant data (including NAPLAN results, School Level Reports and Student Opinion Surveys) are considered in managing student well-being and engagement. Students are encouraged to take responsibility for their own learning and behavior in accordance with the school's Tribes Agreements and RHPS values. Leadership opportunities for students promote a sense of belonging, ownership and engagement at school.

Aims:

- To promote resilience, and positive student well-being and engagement in all social and learning activities.
- To follow our RHPS values: R - Responsibility, H - Honesty, P - Pride, S – Support.
- To utilise the Tribes process to build an inclusive learning community which promotes student well-being and engagement.
- To promote the following Tribes Agreements: Mutual Respect; Safety; Attentive Listening; Personal Best; Right to Pass/Participate and Appreciation.
- At RHPS we strive to create a supportive and relevant learning environment that both engages and challenges students
- To maximise student attendance - essential for improving student well-being and engagement, learning outcomes and to enable teachers to facilitate learning effectively.

Guidelines:

- 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
- The RHPS whole school wellbeing and engagement model follows the Department student wellbeing model of Prevention; Early Intervention; Intervention and Restoring Well-being – please see RHPS whole school well-being supporting document.
- All students and staff at RHPS have Rights and Responsibilities – please see Code of Conduct supporting document.
- RHPS is a Tribes learning community – our Agreements consist of Mutual Respect; Safety; Attentive Listening; Personal Best; Right to Pass/Participate and Appreciation. All members of our learning community – students, staff, parents, and friends have a responsibility to demonstrate our Tribes agreements at all times. All members of our RHPS learning community also have the responsibility to show our school values of R - Responsibility, H - Honesty, P - Pride, S - Support.
- RHPS will use the Restorative Justice program for resolving issues and incidents that are not aligned to our Tribes Agreements or RHPS Values.

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- Student progress and educational outcomes are guided by the Strategic Plan and Annual Implementation plans. Whole school, classroom and family strategies are implemented to promote Student well-being and engagement based on Tribes, Restorative Justice and RHPS values.

Implementation:

- All students will receive the best possible education based on their individual needs, learning styles and Multiple Intelligences. Individual Learning Plans are developed as required to assist students to work toward their potential. Gifted and Talented extension is provided for students who are working beyond expected levels. Learning support programs are provided for students who are working below expected levels. RHPS has a very strong Integration Program where Student Support Group meetings are held each term, according to our Program for Student Disability Policy.
- Everyone in the school community has the right to participate in a safe, supportive and inclusive educational environment. All members of the school community deserve to be treated in accordance with our values and Tribes Agreements.
- It is expected that students participate positively in learning activities, ask for assistance, ask questions to clarify instructions or as part of the Inquiry Process, uphold Tribes agreements and school values, attend regularly and value school resources. Leadership and school connectedness opportunities will be provided through opportunities for students to become School Captains and Vice Captains, House Captains and Vice Captains, Junior School Councillors, Nature Protector Representatives, Facilities Captains and Library Leaders.
- The fostering of high quality, positive interpersonal relationships among staff, students, and parents is a responsibility shared by everyone.
- Teachers will facilitate engaging learning activities, provide inspiring classrooms, provide all students with equal opportunity to participate, ask for student input into both curriculum, playground and classroom environment, listen to and consider student contributions, utilise parent input and provide resources that engage students in learning and skill development.
- Our school will continue to work toward continuous learning of all students and staff. Students are encouraged to take responsibility for their own learning and staff will continue to develop professional skills through professional learning opportunities in the area of student wellbeing and engagement with external professionals and through using internal expertise.
- Staff, families and students will cooperate together to achieve positive student learning as well as acceptable behavioural outcomes.
- Communication between all parties is continuous through reporting each semester, 3 Way Conferences, portfolios, communication books, and verbal communication in person or by phone whenever necessary.

Evaluation:

The Student Well-being and Engagement Policy shall be reviewed every 3 years by the Education Sub-Committee of School Council.

References:

- RHPS disability policy,
- RHPS cyber safety policy,
- RHPS child safety policy
- RHPS Program for Student Disability Policy
- RHPS Anti Bullying Brochure
- <http://www.education.vic.gov.au/school/principals/participation/Pages/policyinclude.aspx>
- <http://www.education.vic.gov.au/school/principals/participation/Pages/conduct.aspx>
- <http://www.education.vic.gov.au/about/programs/needs/Pages/default.aspx>
- <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>
- http://www.curriculum.edu.au/values/val_national_framework_nine_values.14515.html
- <https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

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CHILD SAFETY / STUDENT WELLBEING AND ENGAGEMENT SUPPORTING DOCUMENT – – CODE OF CONDUCT

RHPS is a TRIBES learning community – our Agreements consist of Mutual Respect; Safety; Attentive Listening; Personal Best; Right to Pass/Participate and Appreciation. All members of our learning community – students, staff, parents, and friends have a responsibility to demonstrate our TRIBES agreements at all times. All members of our RHPS learning community also have the responsibility to show our school values of R - Responsibility, H - Honesty, P - Pride, S - Support.

RHPS has an acceptable usage agreement as part of the Digital Technologies Acceptable Usage Policy and as part of our Cyber Safety Policy and supporting documents.

Everyone in the school community has the right to participate in a safe, supportive and inclusive educational environment. All members of the school community deserve to be treated in accordance with our values and TRIBES Agreements.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and potential • participate fully in the school’s educational program • have their opinions considered enabling ownership of class procedures and input into the curriculum • take part in learning programs that meet their individual needs. • work and play without interference in an atmosphere of harmony and cooperation. • receive respect, kindness and courtesy and to be treated with fairness. • be valued for their individuality including; race, gender, cultural, physical or intellectual diversity. • expect the school rules are fair, consistently implemented and respect the rights of all involved. 	<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. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community in accordance with school values and TRIBES agreements • demonstrate respect for the rights of others, including the right to learn, thus contributing to an engaging educational experience for all • take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals • care and value themselves, others, teachers and the school community. • be safety conscious in relation to themselves and others. • develop a sense of accountability for their own actions. • work to achieve their personal best whilst allowing others to do the same. • allow for others to learn and to respect the rights of others. • explore their full potential in their learning.

Rights and Responsibilities of Teaching Staff

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 • expect a reasonable workload and be treated with respect by their colleagues 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • create engaging learning opportunities and safe environments for the benefit of all students • know their students and how students learn • use a range of teaching strategies and resources to engage students in effective learning. • be familiar with Department Curriculum and the content they teach • plan with colleagues in teams to ensure uniformity, whilst having the opportunity to facilitate student learning in their own unique style, and to consider the

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	<p>interests of students</p> <ul style="list-style-type: none"> • assess for, as and of learning including moderation and common assessment tasks • to treat students with courtesy and dignity • to maintain objectivity in their relationships with students and families • conduct themselves in a professional relationship with the students and families in their school whether at school or not
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Rights and Responsibilities of Educational Support Officers:

Rights	Responsibilities
<p>ESOs have a right to:</p> <ul style="list-style-type: none"> • expect a reasonable workload and be treated with respect by their colleagues • feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate. • be treated with respect regardless of their social, economic, religious or cultural backgrounds. 	<p>ESOs have a responsibility to:</p> <ul style="list-style-type: none"> • support the school in its endeavours to educate students • engage in constructive communication with other staff regarding student learning • support the school in maintaining a safe and respectful learning environment for all students. • create engaging safe environments for the benefit of all students • to treat students with courtesy and dignity • to maintain objectivity in their relationships with students and families • conduct themselves in a professional relationship with the students and families in their school whether at school or not

Rights and Responsibilities of Families:

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that the school will work toward positive learning and behaviour outcomes for their children. • feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate. • be treated with respect regardless of their social, economic, religious or cultural backgrounds. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • support the school in its endeavours to educate their children • ensure their children attend regularly • engage in constructive communication with school staff regarding their children's learning and behaviour • support the school in maintaining a safe and respectful learning environment for all students.

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School Actions/consequences:

STAGE ONE:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
<p>Talking out of turn. Disrupting the learning of others. Refusal to follow minor directions. Rudeness to fellow students Inappropriate language. Refusal to work in class. Littering. Minor breaking of Tribes Agreements and/or RHPS Values.</p>	<p>Littering. Minor offences in playground. Refusal to follow minor directions. In wrong area of yard. Out of bounds. Running on paths. Eating in wrong area. Bad sportsmanship. Playing with sticks/objects Climbing trees</p>	<p>Reward Positive Behaviours Positive directions. Warnings. Discussion with student. Move place within yard/class temporarily. Move place within yard/class for longer time. Withdrawal of yard/classroom privileges. Student with teacher at recess or lunch for discussion. List student in Yard duty Book—give warning.</p>

STAGE TWO:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
<p>Repeated serious disruption to learning of others. 'One off' serious incident eg: Abusive swearing, fighting in class, extreme refusal to follow instructions. Moderate or repeated breaking of Tribes Agreements and/or RHPS Values</p>	<p>More serious yard offences or repeated pattern of yard offences as per the database. Minor pushing. Minor punching Sticks in hand Minor rough play Throwing bark Swearing Repeated out of bounds Inappropriate language. Throwing sticks/stones. Minor hurting others physically. Minor Vandalism Deliberately annoying neighbours</p>	<p>Mandatory: Parents notified in writing for classroom behaviours via communication book and/or Compass email by teacher. List student in Yard duty Book Withdrawal from yard/class for set period of time. Cooling off time – time out. Student to meet with classroom teacher. Meeting with parents, classroom teacher and/or Level Coordinator. Behaviour Plan/Contract. Withdrawal of privileges. Repair & Rebuild. Counselling Referral.</p>

STAGE THREE:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
<p>Repeated serious disruption to learning of others after both stages above. Verbal and/or physical abuse of staff/students. Possession of weapons or dangerous items. Sexual Harassment. Significant breaking of Tribes Agreements and/or RHPS Values</p>	<p>Verbal and/or physical abuse of staff/students. Possession of weapons or dangerous items. Sexual Harassment Repeated refusal to follow directions of staff Severe breach of values. Hitting with sticks/objects Targeting others with objects. Bullying Significant inappropriate language towards others, including racist or sexist comments.</p>	<p>Mandatory: Parents notified in writing by Principal team. Fill out Incident Report form. Information uploaded on to Compass Chronicle. Send for Prin team if student to be withdrawn from yard immediately. Lunch time out/After school time out. Withdrawal from classes. Behavioural Contract. Formal Parent Conference. Referral to external agencies. Suspension. Expulsion.</p>

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	Significant Vandalism	
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