**STUDENT ENGAGEMENT WELLBEING POLICY**

**Rationale:**

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

**Aims:**

- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically and emotionally healthy.

**School Profile:**

Lang Lang Primary School, established in 1888 is located in West Gippsland, 80 kilometres south east of Melbourne. It draws its students from the small local township, and surrounding farming area.

**School Purpose:**

Lang Lang Primary School provides an all-inclusive educational learning environment. Our core purpose is to encourage our students to take responsibility for their own actions and become independent lifelong learners.

**School Values:**

At Lang Lang Primary School we have a consistent and positive approach to student management and behaviour that will foster a happy and safe school climate where personal responsibility and self-discipline are developed. We are committed to strategies that:

- Model, encourage and recognise appropriate behaviour
- Accept and value differences and encourage tolerance, understanding and respect for others
- Require children to accept responsibility for their attitudes and actions
- Give positive reinforcement to improve self-esteem through classroom and school rewards

Our values and associated behaviours and actions, are used to support our students in becoming positive citizens within their community.

1. **Respect**
   - treat people how you want to be treated
   - respect other people’s property and what they say

2. **Empathy**
   - be kind and listen to others
   - understand how others are feeling
3. **Responsibility**
   - be reliable and honest
   - take responsibility for your own actions and choices

4. **Team work**
   - working together with others
   - contributing equally

5. **Communication**
   - speaking and listening to others
   - being careful about what you say

6. **Honesty**
   - owning up to something if you have done something wrong
   - telling the truth

The school aims to:

- develop self-disciplined, questioning and caring students
- encourage children to reach their individual potential and experience success at school
- provide a challenging and stimulating curriculum
- support a positive, safe and friendly environment
- encourage parents, teachers students and the community to work together as a team to further develop and improve the school
- provide equal opportunity for all members of the school community
- encourage responsibility, independence, problem solving, active learning and creativity with all students
- prepare students for future success in learning and life by building on their strengths and experiences

Our primary concern is to provide the best possible learning environment for all students and enhance their qualities, attitudes and skills which will enable them to adapt to change and have a positive outlook on life.

**Whole School Prevention Statement**

Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy. This will lead to improvements in student motivation and connectedness to school which are both priorities in the new School Strategic Plan.
- Our school will value and encourage student individuality, differences and diversity.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- Our school will develop a culture of happiness in all that is done at the school.

**Prevention Strategies:**

- A Student Wellbeing team consisting of staff, parents, students and external agencies will be established to develop and oversee a whole school Student Wellbeing strategy.
- Programs that provide for the emotional health of students.
- The school will aspire to maintain very high standards of student behaviour and provide a safe, stimulating and supportive learning environment for all students.
- The curriculum will be broad, will provide for the needs of individual students, and will be developed to cater for multiple intelligences.
- Programs that support the wellbeing of parents and families will be available.
- The school will provide a trained student welfare counsellor and Chaplain, and will access Department of Education and Early Childhood Development regional and network staff with wellbeing and/or welfare expertise as required.
- Programs dealing with issues such as Drug Education will form part of the school’s Student Wellbeing program.
- An active Junior School Council will form part of the school’s decision-making team.
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- Student work and achievements will be regularly showcased and publicly recognised.
- Progress towards our School Strategic Plan Goal and Targets in Student Wellbeing will be reviewed at least once per term.

Rights and Responsibilities:

Our rights and responsibilities statement is guided by:
- Charter of Human Rights and responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006

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<tr>
<th>All members of the Lang Lang School Community have the right to:</th>
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<td>• Fully participate in an environment free of discriminatory behaviour, including – racist, sexist, ability-based, class-based, and homophobic forms of harassment, bully, vilification, violence, intimidation, abuse and exclusion</td>
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<td>• Be treated with respect and dignity</td>
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<td>• Feel valued, safe and supported in a positive and inclusive environment</td>
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<tr>
<th>All members of the Lang Lang School Community have the responsibility to:</th>
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<td>• Acknowledge their obligations under the relevant acts</td>
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<td>• Participate and contribute to a learning environment that supports self learning and the learning of others</td>
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<td>• Ensure they support and encourage all members of our school community</td>
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<th>All students have the right to:</th>
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<td>• Learn and play in a happy, safe and secure environment</td>
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<td>• Be treated with respect and fairness as individuals</td>
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<td>• Expect a learning program to meet their needs</td>
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<th>All staff have the right to:</th>
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<td>• Teach and work in an atmosphere of order and cooperation</td>
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<td>• Receive support from the school community</td>
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<td>• Apply appropriate consequences if necessary</td>
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<th>All parents have the right to:</th>
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<td>• Expect communication and participation in their child’s education</td>
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<td>• Expect a positive and supportive approach to their child’s learning</td>
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<td>• Be provided with a safe, respectful and supportive school environment</td>
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<th>All students have the responsibility to:</th>
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<td>• Be prepared to learn</td>
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<td>• Respect the rights of others</td>
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<th>All staff have the responsibility to:</th>
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<td>• Build positive relationships with students as a basis for</td>
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<th>All parents have the responsibility to:</th>
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<td>• Ensure students attend school on a regular basis</td>
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• Follow the agreed school rules

engagement and learning
• Treat all members of the school community with respect, tolerance, dignity and confidentiality

• Promote respectful relationships
• Abide by agreed decisions
• Build positive relationships with staff, parents and students
• Support the ethos of the school
• Read and act on information in the school newsletter

Bullying/Cyber Bullying

Rationale:
• 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.

Aims:
• To reinforce within the school community what bullying is, and the fact that it is unacceptable.
• Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
• To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
• To seek parental and peer-group support and co-operation at all times.

Implementation:
• Parents, teachers, students and the community will be aware of the school’s position on bullying.
• Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
• The school will adopt a four-phase approach to bullying.

A. Primary Prevention:
• Professional development for staff relating to bullying, harassment and proven counter measures.
• Community awareness and input relating to bullying (including cyber-bullying), its characteristics, its effects on victims and the school’s programs and response.
• To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
• Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
• All students to be provided with individual and confidential computer and network log ins and passwords. Processes to be put in place to ensure tracking of student activity on the school’s computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school’s network and intranet.
• The curriculum to include anti-bulling messages and strategies eg: ‘The Friendly Schools’ and ‘No Blame Approach to Bullying’ programs.
• Junior School Council, parents, staff and students to promote a philosophy of ‘No Put Downs’.
B. Early Intervention:
- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Regular monitoring of student traffic on school’s computer networks to identify potential problems.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention:
- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Parents of students to be contacted.
- Both bullies and victims will be offered counselling and support.
- Removal of cyber-bullies from access to the school’s network and computers for a period of time. Loss of privilege to bring a mobile phone to school for student’s who bully via SMS/MMS or similar telephone functions.
- If student bullying persists parents will be contacted and consequences implemented consistent with DEECD guidelines.
- If staff bullying persists the principal will seek advice from Conduct and Ethics Branch and may then commence formal disciplinary action.

D. Post Violation:
- Consequences for students will be individually based and may involve:-
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Consequences for staff will be individually based and may involve:-
  - counselling
  - a period of monitoring
  - a formal support group
  - disciplinary actions
**Shared Expectations**

**School purpose**

To provide children with appropriate skills, knowledge and behaviours that will enable them to build a successful future which is sustainable, innovative and builds strong communities in our increasingly global world.

**School Values**

Core values that underpin our whole school are:

- Communication
- Honesty
- Respect
- Teamwork
- Responsibility
- Empathy

(for meanings see above)

The following guiding principles clearly define the nature and purpose of Lang Lang Primary School.

- To provide high quality educational programs in all of the Strands, Domains and Dimensions of AusVELS
- To encourage our school community to be co-operative, tolerant and thoughtful, and to foster self-respect, self-discipline, self-reliance and self-awareness.
- To provide a safe, happy and stimulating work and play environment which incorporates a wide range of experiences emphasising exploration, discovery and active participation.
- We value teamwork and cohesiveness and aspire to support the school’s shared vision, policies and procedures.
- Our most important resource is people – their creativity, knowledge and understanding. We appreciate that every person has a valued role in our organisation, and we respect their workload and personal commitments.
- We appreciate and value the School Strategic Plan as a means to continually improve our school, and we will endeavour to successfully implement DEECD policies and initiatives in a way that best reflects our school community aspirations.
- We seek to provide opportunities for all to be involved in the school’s decision making processes, to work in a consistent and open manner and to accept decisions in a constructive manner.
- To assist students to develop their individual qualities, attitudes and skills which will enable them to adapt to change and become lifelong autonomous learners and make valuable contributions to a rapidly changing global community.
- To encourage our school community to have a heightened concern about the local and global environment and to display a focus on building a better world for the next generation

**Staff Expectations**

**Engagement**

- Teachers at our school acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching and student performance.
- As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our ability.
- We do not accept that students be provided with generic whole class lessons that do not allow for, or are not focussed upon, individual difference or need.
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters where ever practicable.
Individual learning plans will be developed with particular students and their parents identifying targets and achievement goals that reflect the curriculum and their individual needs.

Parents will be kept well informed of their child’s progress and will be invited to be active participants in their child’s learning.

Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student’s needs.

Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative ‘whole child’ learning strategies.

Sequential courses of study in all key-learning areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques.

Both extension and intervention opportunities will be provided for all students according to need.

Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.

Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.

All teachers will undertake to enhance their skills by participating personal professional development programs.

Attendance

The school will promote regular attendance with all members of the school community.

Monitor and follow up on absences at the end of each month.

Regular articles will placed on the school website and in the newsletter to promote the DEECD initiative “Every Day Counts”.

Behaviour

To have a focus on student engagement and motivation to build self esteem and success rather than just punitive consequences for inappropriate behaviour.

To build a school environment based on positive behaviour, mutual respect and cooperation.

To establish well understood and logical consequences for student behaviour.

Our school will develop, through a process of wide community consultation, a Student Code of Conduct, which outlines amongst other things, agreed behavioural development and management strategies.

Our Code of Conduct will place significant emphasis on the development and recognition of positive behaviours.

All students will be assisted to develop individual learning plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement.

Positive student leadership training programs will be implemented across the school, but especially in the senior school.

We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.

Positive student behavioural achievement will appropriately recognised.

All staff will undertake professional development on student behaviour and discipline management.

Active social games will be implemented at all year levels to encourage tolerance, acceptance of others and understanding in a non-competitive environment.

The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.

Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal and loss of privileges or suspension.

Parents will be kept informed, and actively encouraged to assist in the development of their children’s behavioural performance.

**Student Code of Conduct**

The code of conduct for students at Lang Lang Primary School has been formulated within and is consistent with DEECD guidelines and regulations. We recognise that our school must provide all children with a safe and orderly learning environment that meets the needs of our children at all levels of their primary school life.

The code of conduct is based upon the following principles:

- all children have the right to be safe
- all children have the right to work and play without interference
- all children should be encouraged to be polite, courteous and well mannered
- all children will be encouraged to exhibit pride in their school
- teachers should expect to be able to teach in an atmosphere of order and cooperation
- parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment
- principal and staff have an obligation to implement the code of conduct fairly, reasonably and consistently

**School Rules**

There are three basic school rules

1. Care for yourself
2. Care for others
3. Care for the school

Each year teachers will negotiate a set of classroom guidelines for their own grades that are consistent with the whole school rules. Positive and negative consequences for behaviour are to be developed and applied consistently. School and grade guidelines are to be displayed prominently around the school. Support services will be used on request from a parent or teacher.

**School Values**

**Classroom/Specialist Programs**

**Assertive Discipline Procedures**

In the classroom the following procedures will be followed consistently by all staff.

1. First Incident - A warning for inappropriate attitude or behaviour will be given and the student’s is name written on the board
2. Second Incident - cross will be placed by the student’s name and they will receive 5 minutes at a “thinking spot”.
3. Third Incident – A second cross will be recorded and 10 minutes at the “thinking spot” will be the consequence
4. Fourth Incident – The student will be removed from the class to the ‘buddy’ classroom.
5. Serious breaches of the Student Code of Conduct that threaten the health and safety of students or staff or seriously interferes with the teaching and learning of others, will result in the immediate intervention of the principal or his/her delegate.
6. For continued breaches of the student Code of Conduct DEECD sanctions of a suspension or expulsion will be applied.

**Playground Behaviour**

In the playground we:
1. Follow instructions issued by a teacher
2. Play in a safe and responsible manner
3. Show tolerance and respect for other students
4. Care for the school grounds and property

Staff will take a zero tolerance to misbehaviour in the playground, especially that behaviour that involves:

- Bullying – physical and verbal
- Injury to other students
- Inappropriate language
- Damage to school property

In the playground the following procedures will be followed consistently by all staff.

If a child breaks any of the playground rules the yard duty teacher will then:
1. Give a verbal warning
2. Remove the student to the designated area outside the principals office
3. Request the principal or his/her delegate to apply more serious sanctions in line with DEECD policy.

**All incidents will also be recorded on the white board in the Principal’s Office to ensure effective communication and follow-up is maintained**

**Evaluation:**

This policy will be reviewed as part of the school’s School Review.

This policy was last ratified by School Council in....