Student Engagement & Wellbeing Policy

1. School Profile Statement

Purpose

The purpose of Donburn Primary School is to provide a nurturing, inspirational and challenging educational environment that encourages each student to strive to achieve their personal best and look confidently to the future as caring, confident and responsible, lifelong learners.

Vision

Donburn is and will be an exemplar of public education supported by a strong, positive community. It will continue to be a vibrant learning environment that nurtures diversity, shares community values and strives for excellence in all endeavours.

Values

The Donburn Primary School learning community works together to create an environment in which the following qualities are valued and developed:

Nine Values for Australian Schooling:

1. Care and Compassion
   Caring for yourself and others.

2. Doing your best
   Seeking to accomplish something worthy and admirable, trying hard and pursuing excellence.

3. Fair go
   Pursuing and protecting the rights of everyone to be treated fairly.

4. Freedom
   Enjoying all the rights and privileges of Australian citizenship free from unnecessary interference or control and standing up for the rights of others.

5. Honesty and Trustworthiness
   Being honest, sincere and seeking the truth.

6. Respect
   Treating others with consideration, regard and respecting another person’s point of view.

7. Responsibility
   Being accountable for one’s own actions, resolving differences in constructive, non-violent and peaceful ways, contributing to society and to civic life, and taking care of the environment.
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8. **Understanding, Tolerance and Inclusion**
   Being aware of others and their cultures, accepting diversity within a democratic society, being included and including others.

9. **Integrity**
   Making all your words and actions consistent with these values.

**Environmental Context**

**Profile**

Donburn Primary School has a community expectation of excellence in teaching and learning. Students are respected as individuals, treated equally and expected to strive for and achieve their personal best. They are encouraged to be active, co-operative, independent learners who are able to accept increasing responsibility for their own learning. They are encouraged to develop critical and higher order thinking, decision-making, resilience and problem-solving skills.

Parents and carers are actively involved in the daily function, operation and governance of the school and share the school’s high regard for social cohesiveness and co-operation. Both the school and parent community consider a strong and healthy, respectful partnership between parents and carers, students and staff an essential component of making Donburn Primary School; a school which respects traditions and energetically works towards realisation of community determined priorities and a better future.

**Context**

Located in Doncaster East, Donburn Primary has approximately 400 students, 18 classes, specialist teachers in art, library, music, physical education and the LOTE is Mandarin.

Donburn Primary School is very proud of its 40 plus years of history ‘providing a vibrant, attractive and safe teaching and learning environment, growing in harmony with the community.’ A welcoming and inviting school, its corridors are visually uplifting with well presented student work and photos of smiling engaged children. The facilities and grounds are attractive and well maintained, with safe playground space for active and passive play.

Learning spaces at Donburn Primary School are rich and stimulating environments, and students are happy and engaged in their learning. A strong school culture of learning is in place and a clear sense of the core purpose of the school, respectful relationships and the distribution of leadership and responsibility across school teams are key features. The leadership team exudes optimism and enthusiasm to promote continuous improvement.

The school’s approach to student wellbeing and engagement is underpinned by restorative practices and the school community has a strong commitment to this approach. Whereby there is respect between students and teachers in the school
2. Whole-School Prevention Statement

The school will:

- Develop in students a strong sense of belonging, safety and wellbeing by implementing an agreed upon and effective code of co-operation.
- Extend student leadership skills and build resiliency skills.
- Foster an enjoyment of learning and high intrinsic motivation to learn.
- Implement a restorative approach to student welfare.

The school will achieve this by:

- Cooperative development of a well-structured school wide program in support of students’ resilience and welfare.
- Cooperative development of a well-structured school wide program in support of a ‘Student Code of Cooperation’ based upon values.
- Enhanced opportunities for students to consider and set goals for themselves and have an active voice in the school and their learning.
- Ongoing improvement to teaching strategies aimed at motivating and extending students to take on leadership roles and skills.
- Ongoing professional development of all staff in restorative approaches.

The school will also:

- Provide programs that engage students cognitively, behaviourally and emotionally; (Implement E5, camps, increased use of technology, increased ICT PD).
- Engage students in weekly restorative circles to enhance classroom culture.
  Provide a safe and supportive learning environment where teachers recognise and cater for individual learning styles and have high expectations of student learning.
- Foster self-esteem and leadership skills.
- Implement proactive behaviour management strategies; (Bounce Back program, Leadership Skills, Buddies).
- Provide information and access to a range of preventative and support services, such as: School Nurse, Guidance Officer, Speech Therapist, Visiting Teacher service.
- Conduct effective communications between teachers, parents and carers and students; parents and carers visiting classrooms, involved in activities, parent and carer representative program.
- Promote and model positive behaviours and our values of respect and participation.
- Encourage punctual and regular attendance.
3. Rights and Responsibilities

1. **Charter of Human Rights**

   The school community will comply with and actively affirm the basic principles from the Charter of Human Rights: freedom, respect, equality and dignity. This means we will act compatibly with human rights and consider human rights when making decisions and delivering services.

   These rights include:
   - The right not to be discriminated against.
   - The right to privacy and reputation.
   - The right to freedom of thought, conscience, religion and belief.
   - Cultural rights.

   All members of the school community will be asked to:
   - Encourage compliance with the Charter.
   - Support others to act compatibly with the Charter.
   - Respect and promote human rights.

2. **Equal Opportunity**

   The school community will comply with and actively affirm the principles outlined in the Equal Opportunity Act 1995. Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

   - age
   - breastfeeding
   - gender identity
   - impairment
   - industrial activity
   - lawful sexual activity
   - marital status
   - parental status or status as carer
   - physical features
   - political belief or activity
   - pregnancy
   - race
   - religious belief or activity
   - sex
   - sexual orientation
   - personal association (with a person who is identified by reference to any of the above attributes).

   As an exemplar education community, we also affirm that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We recognise and affirm all learning styles and ensure our
teachers and school programs include teaching and engagement activities which cater for these styles.

We accept the following definitions of harassment, bullying and cyber bullying and will not tolerate any such behaviours, both subtle and explicit. Our programs and practice will encourage students to:

- Use respectful language.
- Use respectful behaviour towards people and property.
- Be considerate in the online sites they visit.
- Protect their own privacy.
- Protect the privacy of others.
- Take action to let someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.
- Speak out if they see harassing or bullying behaviour by telling the person involved their behaviour is inappropriate and discussing the incident with a teacher. All teachers will be expected to take all such concerns seriously, treat all concerns in confidence and follow-up the incident using the restorative approach where appropriate.

Definitions:

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

**Bullying:** Repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Cyberbullying:** A form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:
- teasing and making fun of someone,
- spreading rumours online,
- sending unwanted messages,
- defamation.

3. **Disability**
   The school community will comply with and actively affirm The Disability Standards for Education 2005 and the rights of students under the Disability Discrimination Act 1992.

   In so doing, Donburn Primary School will take all reasonable steps to ensure a
student with a disability can actively participate in school life on the same basis as other students and will affirm this right among the school community.

All efforts will be made by the school and persons involved to ensure effective evaluation of these reasonable steps.

4. Shared Expectations

Our school staff are expected to:

• Implement inclusive teaching practices using a restorative approach; (listen, accept, involve everyone).
• Develop a challenging curriculum that caters for individual differences and gives all students the opportunity to succeed; (expect all students will do their best).
• Continually investigate strategies that will improve relationships and curriculum delivery (investigation of survey data).
• Model fair, respectful, non-judgemental and positive behaviour when communicating with others.
• Support community partnerships.
• Support the provision of appropriate student services.
• Use a range of teaching strategies and resources to engage students in effective learning.
• Provide a safe environment free from intimidation bullying or harassment to enable students to fully develop their talents ambitions and interests.

Our students are expected to:

• Increasingly take more responsibility for their own learning and community participation (complete homework and be independent learners).
• Actively participate in restorative circles.
• Participate fully in the schools educational program.
• Display positive behaviours that show respect for the rights of all others (don’t distract others; listen).

Our parents and carers are expected to:

• Promote positive educational outcomes for students by taking an active interest in their progress (spend time with their children, talk to children and encourage responsibility in learning).
• Involve themselves in regular and constructive communication with the school regarding their children’s learning and wellbeing.
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- Support their children by ensuring regular attendance, modelling positive behaviours and assisting with their school work.
- Support the school in maintaining a safe and respectful environment for all students.

5. School Actions and Consequences

The school will support relationship based, whole school and classroom based practices by:
- Providing personalised learning plans.
- Involving students in decision making, establishing fair, predictable and democratic classrooms and school environments (e.g.: SRC, development of classroom norms).
- Involving students in the development of classroom and whole school expectations.
- Consistently acknowledging all students; (e.g.: assemblies, commenting on personal successes, student of the week awards).
- Providing professional development on restorative practices and other issues relating to student wellbeing.

When implementing actions and consequences the school will:
- Foster a consistent, fair, respectful and reasonable response to inappropriate behaviour and poor attendance.
- Ensure that the students’ best interests are the basis of decision making.
- Place equal emphasis on both positive consequences and meeting expectations and negative consequences.
- Deal with each individual case in a confidential manner whilst ensuring that all appropriate bodies are engaged in the process.
- Implement a broad range of support strategies where necessary; class teachers, parents/carers, mentoring, counselling, individual learning plans, student support group, behaviour plans, community support.
- Avoid student isolation where possible.

Suspension should only be considered when all other measures have been implemented without success or where immediate suspension is the only appropriate course of action in response to a students’ behaviour.

Corporal punishment is not permitted under any circumstances.
REFERENCES

Department of Education & Training, *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines*, Government of Victoria. Available from:  

Department of Education & Training, *School Accountability and Improvement Framework*, Government of Victoria. Available from:  

Department of Education & Training, *Effective Schools are Engaging Schools*, Government of Victoria. Available from:  


Safe Schools: Department of Education & Training, Government of Victoria. Available from:  


Education and Training Reform Act 2006: Department of Education & Training, Government of Victoria. Available from:  

VIT Teacher Code of Conduct: Department of Education & Training, Government of Victoria. Available from:  

DEFINITIONS

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<td>Kevin Sertori</td>
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