

FRANKSTON PRIMARY SCHOOL

**Student Engagement
&
Well-Being Policy**

2018



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School Council President: Chad Wilson**

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1 School profile statement

Frankston Primary School was established in 1874 and currently has an enrolment of 280 students. The school is located adjacent to the Frankston business district and its recreational and community facilities. This convenient location provides ready access to the Frankston Arts centre, beach, parks, Monash University, public transport and many other community services conducive to authentic educational opportunities. Frankston Primary School has a long history and highly regarded reputation for excellence in the delivery of curriculum.

We take pride in maintaining a strong community of “Friends Learning Together.” Our teaching and learning philosophies are firmly based on the belief that within a stimulating and caring environment that encourages learning and fosters respect, that individual needs can be met to enable all students to reach their full potential. Students are challenged and extended in order to achieve high quality learning outcomes.

Frankston Primary School provides a comprehensive curriculum developed through planned learning programs which encompass all learning areas, at all stages of learning. There is a focus on higher order thinking skills and consideration of different learning styles. A feature of the teaching in our school is the significant emphasis placed on the development of skills in reading, writing and numeracy. This is achieved through a commitment to the Early Literacy and Early Numeracy programs. Throughout the school, teachers use an integrated approach to curriculum delivery. This is supported by the latest in up to date computerised learning technologies, which are an important part of the modern environment.

Optimum development depends on self-confidence, self-esteem, co-operation with consideration for others. We believe that a positive attitude towards learning is pivotal to success. We are committed to creating positive classroom climates in which students are encouraged to take increasing responsibility for their own learning as they progress through the school, in the pursuit of personal excellence. Great emphasis is placed on building positive relationships amongst students, between teachers and students and with parents and caregivers of our students.

Parents select the school for its sense of community in which parents, teachers and students are equally valued and acknowledge the dedication, experience and ongoing professional development of the staff, and the support of an active community. Frankston Primary School is noted in the district for its fine achievements and enjoys strong parental support.

Our community is committed to providing a safe and nurturing environment where students take responsibility for their own choices, actions and consequences and are able to take risks while exploring new concepts. This in turn allows each child to reach his or her full potential, academically, socially and emotionally.

We also encourage the personal qualities of confidence, persistence, organisation, getting along and resilience- all components of the “You can do it” program and well regarded as the foundations for character development and future success as part of a wider “values” program.

2 Whole-school prevention statement

At Frankston Primary School we strongly promote values relating to student wellbeing. Our wellbeing team in conjunction with staff, parents and students works hard to develop a positive culture that promotes inclusive learning programs, student engagement and positive behaviours. All children are catered for in a calm, caring environment where students feel safe and supported and the emotional and social development of our students is a major focus.

The Child Safe Standards (the Standards) are compulsory minimum standards for all organisations that provide services to children including Victorian schools. The aim of the Standards is to ensure organisations are well prepared to protect children from abuse and neglect. Frankston Primary School has ensured it has a number of policies and procedures in place that aim to keep children safe.

The Standards are:

- **Standard 1:** Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
-Refer to School's Student Engagement and Wellbeing Policy 2018
- **Standard 2:** A child safe policy or statement of commitment to child safety
-Refer to School's Child Safe Environments Policy 2018
- **Standard 3:** A code of conduct that establishes clear expectations for appropriate behaviour with children
-Refer to School's Code of Conduct Policy 2018
- **Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
-Refer to School's Recruitment Practices Policy 2018
-Refer to School's Working with Children's Check Policy 2018
- **Standard 5:** Processes for responding to and reporting suspected child abuse
-Refer to School's Mandatory Reporting Policy 2018
- **Standard 6:** Strategies to identify and reduce or remove risks of child abuse
-Refer to School's Child Safe Risk Assessment Matrix
-Refer to School's Child Safe Agendas: School Council/Leadership/Staff Meetings
-Refer to Policy Review Guidelines
- **Standard 7:** Strategies to promote the participation and empowerment of children.
-Refer to School's Strategic Plan 2019- Respectful Relationships

To implement the minimum Standards in accordance with the Order Frankston Primary School must:

- Take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and
- Make reasonable efforts to accommodate such diversity.

Our attractive physical environment together with regular parent communication through newsletters, assemblies, open nights, transition programs, formal reporting, parent / teacher interviews, student support group meetings and the development of individual learning plans have assisted in forming positive home / school partnerships.

With engagement and wellbeing strategies incorporated into the school curriculum, we continually focus on establishing positive and respectful relationships, particularly between teachers and students, but also with all other stakeholders, in establishing a learning community that provides multiple opportunities for students to experience success.

Improved teaching and learning strategies coupled with planned program resourcing and additional support programs for children at all developmental levels has resulted in the school maintaining strong positive community perceptions in the areas of teaching and learning, wellbeing and student relationships.

Strong evidence of this is demonstrated in the staff, student and parent opinion surveys.

A major role of the Assistant Principal is to ensure all aspects of student health and wellbeing are monitored and strategically planned for and to also liaise with guidance officers, external agencies, speech pathologists, occupational therapists, paediatricians and other community organisations. This includes the deployment of early intervention strategies which will enable the early identification of vulnerable students and those at risk of disengagement from school, with particular focus on school attendance.

At Frankston Primary School we offer a broad range of extra-curricular activities, student leadership opportunities, and participation in an effective Student Representative Council, all of which helps to foster high levels of student well being, motivation and engagement and have a direct impact on maintaining a positive school climate.

By maintaining high expectations for student learning and by employing fair, respectful and consistent behaviour management systems and through the implementation of a whole school social skills program, the school fosters high levels of student well-being, motivation and engagement and continues to demonstrate the characteristics of an effective school.

3 Rights and responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive, inclusive and welcoming.

At Frankston Primary School we promote the following important Rights:

- A right to feel safe and happy at school.

We provide classrooms and playgrounds which are safe and have rules to make sure the children are safe while they play at school.

- A right to be taught and to learn.

We provide activities that are suitable for children and their learning should not be interrupted by others.

- A right to be respected and treated kindly.

Our entire school community should treat each member fairly and with kindness.

- A right to be able to express yourself.

It is important for each child to be able to talk about ideas and feelings when it is appropriate and to always be able to tell their side of the story.

Our students have the following responsibilities

- To care for themselves, others and the school environment.
- To make our school a safe and happy place.
- To treat others with good manners and respect and accept responsibility for actions and property.
- To have input into their learning and aim to reach their full potential.

Legislative context

Frankston Primary School endorses the findings of the following legislations and at all times adheres to the findings in them:

- **The Equal Opportunity Act of 1995:** grounds of discrimination that are unlawful and aim 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 or their age.
- **The Charter of Human Rights and Responsibilities Act, 2006.** The charter demands equality for all, but it also emphasizes the value of difference. Further reading at http://www.austlii.edu.au/au/legis/vic/consol_act/cohara2006433/
- **Disability Discrimination Act 1992:** the standards cover enrolment, participation, curriculum development, student support services and harassment and victimization. Copies available at <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>
- **The Education and Training Reform Act 2006.**

3.1 Bullying and harassment

Frankston PS has adopted a whole-school approach that focuses on safety and wellbeing throughout all school practices. The Student Code of Conduct includes specific anti-bullying strategies that aims to promote positive student behaviour, prevent anti-social behaviour, and encourage respect, compassion and cooperation.

Bullying is a conscious desire to hurt another psychologically or physically and put him/her under stress. The act of bullying is continual negative behaviour by a person or group of people in a situation where there is imbalance of power and the weaker person is hurt. It can take a number of forms. These include physical, verbal, making gestures, exclusion, and indirect bullying.

Individuals or groups may be involved and it can be planned, or it may be spontaneous. People who use the internet, email, intranets, phones or similar technologies to bully others or hold power over others are termed cyber bullies.

Indirect bullying is harder to recognize and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and or cause humiliation.

- Every student has the right to feel safe from bullying at school.
- Bullying behaviour at Frankston Primary School will be addressed as part of the school's duty to provide a safe and supportive environment.
- The Student code of Conduct will identify goals and standards for student behaviour. Included will be a safe school and specific anti-bullying strategies that aim to promote positive student behaviour, prevent anti-social behaviour and encourage respect, compassion and cooperation.

Where there are reported incidents of bullying in the school, they will be responded to promptly. Some appropriate responses may include: restorative meetings with both the perpetrators(s) and the victim(s) and the ongoing monitoring of the situation to ensure wellbeing is restored and negative practices are discontinued; reporting to parents and parent involvement in meetings if appropriate; recording of all incidents relating to bullying; agreed disciplinary action with the aim to prevent further instances; involvement of support staff external to the school if required for counselling for both parties.

The culture of the school strongly encourages the development of *intolerance* for such behaviour. Children will be encouraged, in classroom programs, to feel comfortable to report bullying as a victim or a witness. If any student is being harassed or bullied they should discuss the matter with a student leader or a teacher/coordinator that they feel comfortable with. All concerns will be taken seriously. All complaints will be treated confidentially.

4. Shared expectations

At Frankston Primary School we have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. As an effective school we share high expectations for the whole school community.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion** - Care for self and others
- **Integrity** - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best** - Seek to accomplish something worthy and admirable, try hard, pursue excellence

- **Respect** - Treat others with consideration and regard, respect another person's point of view
- **Fair Go** - Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility** - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom** - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion** - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness** - Be honest, sincere and seek the truth

EXPECTATIONS OF STAFF

Frankston Primary School staff will

- Ensure that all students have access to a quality education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity act.
- Develop policies and procedures consistent with its values and aspirations in line with department guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extracurricular activities, facilities student services and community linkages which are inclusive and responsive to student needs.
- Ensures there are forums for students to have input into their learning pathway.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Develop flexible pedagogical styles to engage all learners.
- Deliver curriculum and assessment that challenges and extends student learning.
- Promote regular attendance and publicly acknowledge school's success in this area and monitor and follow-up on absences.
- Adopt a consistent and whole school approach to behavioural management using common language and having consistent expectations for all students.
- Use the student engagement policy as a basis for negotiating a class-based set of shared expectations for students.

EXPECTATIONS OF STUDENTS

Frankston Primary School students will

- Set personal goals and have high expectations of their capacity to learn.
- Respect and value the differences of others.
- Reflect on and learn from their own differences
- Attend school daily throughout the school week.

- Arrive on time in the morning.
- Support each other's learning by behaving respectfully and by being considerate to others within the learning environment.
- Have high expectations that they can learn.
- Demonstrate behaviours that ensure others feel safe, included, valued and happy.
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

EXPECTATIONS OF PARENTS AND CAREGIVERS

Frankston Primary School parents and caregivers will

- Support their child's learning by developing strong home school partnerships, attending all parent teacher meetings and by sharing relevant information from home that will support their child's learning opportunities and engagement.
- Support the school policy on celebrating diversity by building positive relationships with all school members.
- Ensure that enrolment details are accurate.
- Ensure that their children attend school regularly and on time.
- Notify the school if their child is absent.
- Understand and support the schools behavioural expectations.
- Work with the school to promote a consistent approach to support their child's learning, engagement and commitment both in and out of school.

5. School actions and consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

Frankston Primary School has developed actions and consequences, in consultation with the whole-school community. These actions and consequences are incremental and will be applied fairly and consistently.

An emphasis is placed on issuing positive consequences for meeting high expectations as well as implementing appropriate consequences for negative behaviour.

At Frankston Primary School our students are encouraged to behave in a responsible and happy way through the following strategies:

- Establishing clearly defined fair and democratic classrooms and environment
- Establishing fair and consistent behaviour consequences for all children.
- Teaching of social skills to develop self esteem, tolerance and respect for others.
- Implementing school-wide positive and educative behaviour support strategies.
- Providing personalized learning programs for children experiencing frequent behaviour problems.
- Continual promotion of organized and responsible play.
- Establishing an understanding of the need to involve parents in constant or more serious behaviour indiscretions.

Inappropriate behaviours including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus. This includes:

- Understanding the student.
- Involving and supporting the parents/carers.
- Involvement of the Assistant Principal/Principal, and if deemed appropriate include tutoring/peer tutoring, mentoring and/or counselling and of course the use of structured student support group meetings convened by the Assistant Principal.
- Developing individualized flexible learning, behaviour or attendance plans.
- Involving community support agencies.

Consequences for unacceptable or inappropriate behaviour at Frankston P.S.

1. Classroom

- Each classroom has a graded set of consequences for unacceptable class behaviour. Continued unacceptable behaviour may result in “catch-up” time being given (senior grades) or removal from the classroom to the Principal’s Office with work to be completed for an appropriate time.
- Serious class incidents such as verbal or physical abuse will result in immediate removal from the classroom to the Principal’s Office. If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Serious incidents will be investigated by the Principal or Assistant Principal in conjunction with Level Coordinators and appropriate consequences will be given.
- Parents will be contacted to discuss the related issues.

2. Playground

- Yard duty teacher investigates and if a minor problem it is handled at that time.
- Incidents of a serious nature are recorded on Sentral.
- Recess or lunchtime detention is given for a serious yard problem.

Suspension and Expulsion

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only course of action in response to the student's behaviour.

The principal is responsible for student suspensions. The principal has two options available: in-school or out-of-school suspensions. In determining which option is the most appropriate, the principal will consider the educational, social and emotional impacts on the student and school community.

To assist the principal make an appropriate response, element 4 of the "Effective Schools are Engaging Schools" document is consulted with particular reference to sections 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7. This document also has a wide range of support documents which would be used when mediating and explaining to parents/carers of a particular action the school is taking, and the responsibilities of all participants in the PSG. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf

Student Engagement and Well-Being Policy

Engaging Schools	
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf