**bENDIGO VIOLET STREET PRIMARY**

**student engagement, well-being and behaviour education policy**

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**School Profile Statement**

Bendigo Violet Primary School has a long and proud history dating back to 1857.

With refurbished buildings, new furniture, outdoor learning areas, community garden, up to date technology, excellent art and music facilities and state of the art playground and sporting facilities, the school provides the students with an excellent learning environment.

Student Engagement and Welfare is a component of the Annual Implementation Plan in relation to improving student wellbeing, relationships and outcomes. The school sets high expectations for student attendance and student engagement. This has resulted in engaging classrooms and a range of enrichment programs throughout the school.

Extra curriculum activities including art, music and physical education activities take students beyond the school environment. Other activities include, camps, swimming, SLC, gardening, cooking, Bike Ed, Choir, and the Leisure and Recreational Program; all help strengthen students’ personal and social learning skills, enabling them to be successful, confident and tolerant individuals, who contribute positively to society.

A social competency program. “Play is the Way” by Wilson Mc Caskill, is run throughout the school. It aims to help students to become socially and emotionally competent. Our aim is to build empathetic global citizens.

An inquiry based learning approach is adopted as well as explicit teaching to allow teachers to incorporate a range of teaching and learning styles across all grades. The curriculum is designed in alignment with The Victorian Curriculum which encompasses a strong focus on Literacy and Numeracy and is inclusive of all.

We focus strongly on maintaining and fostering our school as a learning community, which values interaction between school and the community.

An active Student Leadership Council, supportive parent body and dynamic school council ensures that our school remains a vibrant teaching and learning centre.

**Whole School Prevention Statement**

‘**Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long sustained period of time.** – Wilson McCaskill

Bendigo Violet St Primary School is committed to developing Student Engagement, Well-Being and Behaviour Education encompassing Self-Management in students. We embrace a values-based approach that underpins our school culture. Students, parents and teachers need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe.

We believe that students come to school to better themselves by being able to work with others. Students need to pursue their personal best no matter who they work with. Therefore as teachers and parents it is imperative that we have a clear focus on this and to role model rational, emotionally regulated behaviour.

Students develop personal and social capabilities as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The students are involved in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict and engage in teamwork and feel positive about themselves and the world around them.

**Behaviour Education Plan**

**Implementation**

Our school is a “Play is the Way” school (PITW). The practices outlined throughout this document were developed by “Play is the Way” and adopted by our school community in conjunction with the Department of Education and Training guidelines.

At Bendigo Violet Street Primary School we believe the “Play is the Way” philosophy is the most effective way to develop Social and Emotional competencies; focusing on the values of self-control, self- motivation, self- awareness, empathy and managing relationships. With developing **empathy** as our overarching goal.

**Empathy** is the ability to see things from another’s point of view and the ability to identify with the plight, state or needs of another.

We aim to put students in control of their thoughts, feelings and actions. The games are not the focus, but a conduit to experience the Virtues of **good manners, friendliness, courage, persistence and resilience, tolerance and acceptance and compassion**.

**The games allow students to:**

• Develop pro-social behaviour.

• Create a shared body of experience that is used to build relationships.

• Highlight the benefits of managing emotions and working together.

• Develop optimism and the ability to bounce back.

• Encourage self-motivation and the ability to persevere.

• Initiate a process of self-awareness and discovery in children.

• Create a positive tone and school culture. The school is fully resourced to support the implementation of Play is the Way from F to 6. Sessions are timetable weekly for games, circle time, discussions and class activities to reinforce the virtues.

Teachers make perceptive observations that will lead students to awareness.

During games/classroom sessions teachers make observations that makes students reflect. By implementing careful questioning and respectful suggestions, teachers encourage meaningful conversation around students’ behaviour.

**3R’s Method**

The school follows the 3R method, Reflection, Repair and Restitution which aims to assist students in understanding their behaviour and how it affects everyone in our school community. As a whole school we need a comprehensive understanding of the following terms and how they support and affect this policy.

What we understand

1. Consequence: The effect that behaviour has on oneself and other people.

What we do

1. Restitution: A means to undo the damage and reconnect with your community. A means to rebuild trust.

What we resist doing.

1. Punishment: The deliberate inflicting of physical or emotional discomfort pain and or fear to control behaviour. Delivered after the event

**The 3R steps method -** Helping students make strong decisions.

1. Name the person/s
2. Find value in that person and tell them
3. Identify the virtue that needs to be focused on.
4. Identify the weak decision made and how it affected others
5. Make it right – Identify an act of restitution
6. Say sorry- verbal or written
7. Inform parents

**Our focus is on educating students to change their behaviour based on their understanding of how it affects others, rather than on the fear of punishment. We are here to help children not hurt them.**

**Reward vs Awards**

Research shows that the more we use bribes to motivate people the more they lose interest in what we are bribing them to do.

Self-motivation, in being a virtue, must be a deeply entrenched habit of action. It cannot be an action that waxes and wanes in response to the inducements being offered.

Research also clearly states the same detrimental affects of trying to manipulate student behaviour using punishments. We need to educate students on how to work through behavioural problems without the threat of punishment. We need to have a focus on the consequences of their actions on themselves and those around them rather than on the lowest form of moral reasoning which is the punishment they may receive. We need to help individuals take responsibility for their own behaviour through education not by force or coercion.

**A reward:** is something given in return for service effort or achievement used to manipulate, lure and motivate- bribery for control. ‘Do this and your will get that.

**Awards:** Acknowledgement of service, effort or achievement that is not motivated by the desire of award or the pleasure of the reward giver. In other words awards are not used to manipulate student behaviour.

Awards should reflect habits of action. Students need to be motivated by improvement and committed to virtuous behaviour

‘Children who do right for rewards will just as easily do wrong for the same thing.’ – Wilson McCaskill

**Rights and Responsibilities:**

It is the right of all members of the school community to experience a safe, inclusive and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

**Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

* the nature of the student’s disability
* his or her preferred adjustment
* any adjustments that have been provided previously
* any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider.  The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

* costs associated with additional staffing, providing special resources or modifying the curriculum
* costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
* benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
* any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

**Bullying and harassment**

**Definitions**

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

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

**Cyberbullying** is 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 being made fun of
* spreading of rumours online
* sending unwanted messages
* Defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

The effects of harassment or bullying include

• poor health – anxiety, depression

• lower self esteem

• reduced study performance

• missed classes, social withdrawal

• reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

• Offensive staring and leering.

• Unwanted comments about physical appearance and sexual preference.

• Racist or smutty comments or jokes.

• Questions about another’s sexual activity.

• Persistent comments about a person’s private life or family.

• Physical contact e.g. purposely brushing up against another’s body.

• Offensive name calling.

**Explicit: (obvious)**

They include:

• Grabbing, aggressive hitting, pinching and shoving etc.

• Unwelcome patting, touching, embracing.

• Repeated requests for dates, especially after refusal.

• Offensive gestures, jokes, comments, letters, phone calls or e-mail.

• Sexually and/or racially provocative remarks.

• Displays of sexually graphic material– pornography.

• Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as**

• grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.

• publicly excluding a person from your group

• taking or breaking a person’s property

• knocking a person’s books or belongings out of their hands or off their desk

• teasing a person because of their looks

**Cyberbullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

* the language you use and the things you say
* how you treat others
* respecting people's property (eg copyright)
* visiting appropriate places.

Behaving safely online means:

* protecting your own privacy and personal information (we used to call it 'stranger danger')
* selecting appropriate spaces to work and contribute
* protecting the privacy of others (this can be sharing personal information or images)
* being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

* Tell the person you don’t like what they are doing and you want them to stop.
* Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

**Equal Opportunity**

The Equal Opportunity Act 1995 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 or their age.

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 or
* personal association (with a person who is identified by reference to any of the above

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

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

* Freedom
* Respect
* Equality
* Dignity

The Charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

* 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.

It is important to understand that with human rights comes a responsibility to respect other human rights. All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

* Encourage compliance with the Charter;
* Support others to act compatibly with the Charter; and
* Respect and promote human rights.

**Rights and Responsibilities of Students**

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| **Rights** | **Responsibilities** |
| Students have a right to:   * work in a safe and secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition * participate fully in the school’s educational program | Students have a responsibility to:   * participate fully in the school’s educational program * to attend regularly. * display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. * demonstrate respect for the rights of others, including the right to learn. * contribute to an engaging educational experience for themselves and other students. * take greater responsibility for their own learning and participation as members of the whole school community. |

**Rights and Responsibilities of Parents/carers**

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| **Rights** | **Responsibilities** |
| * parents/carers have a right to expect that their children will be * educated in safe and secure environment in which empathy towards all students is encouraged | Parents/carers have a responsibility to:   * promote positive educational outcomes for their children by taking an active interest in their child’s educational progress * to model positive behaviours. * ensure their child’s regular attendance * engage in regular, constructive and respectful communication with school staff regarding their child’s learning. * support the school in maintaining a safe and respectful learning environment for all students. |

**Rights and Responsibilities of Teachers**

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| **Rights** | **Responsibilities** |
| Teachers have a right to   * 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 | Teachers have a responsibility to   * fairly, reasonably and consistently, implement the engagement policy. * know how students learn and how to teach them effectively. * know the content they teach. * know their students. * plan and assess for effective learning. * create and maintain safe, respectful and challenging learning environments. * use a range of teaching strategies and resources to engage students in effective learning. * to act with integrity and to behave with trust, honesty and respect. |

**Shared Expectations**

**Schools – principals, teachers and school staff**

It is important that we, as a school community, share and respect our agreed

expectations of each other and the role we collectively play in developing our school

as a learning community. Bendigo Violet Street Primary School has 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. This is achieved through staff, students and the school community working together using our agreed values of *integrity, cooperation, care,* *compassion and understanding, respect and doing your best* as a framework.

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**The whole school community must hold these shared expectations of**

* inclusive teaching practices
* accessible educational provision for all students
* parent/carer partnerships and liaison
* community partnerships which engage families and the community in ways that support student achievement and success
* provision of appropriate student services
* development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
* students need to have a voice.

**Further expectations include:**

**Expectations of the Principal**

* Provide leadership
* Ensure staff, students and the school community understand their

expectations

* Support staff and students with the resources and support required to assist

them in the process of teaching and learning

* Ensure that the curriculum of the school follows DET guidelines and 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 provide a

positive and engaging learning community

* Be accessible and maintain confidentiality

**Expectations of Teachers**

* Aim to provide a challenging curriculum that provides for different learning

styles and rates of learning

* Know and understand the optimal learning environment for students
* Provide appropriate intervention in response to student needs
* Encourage student voice, equal opportunity to participate and value student

contributions

* Work with parents/carers and students in developing and striving toward

student learning goals

* Develop the capacity to utilise a range of teaching strategies and resources to

provide an engaging learning environment

* Be accessible and maintain confidentiality

**Expectations of Educational Support Staff**

* Support teachers in providing engaging learning opportunities for all students
* Contribute to student wellbeing through a variety of levels of support
* Be accessible and maintain confidentiality

**Expectations of Students**

* Develop as individual learners through goal setting and the support of Teachers

**Diversity in the school community**

The school aims to address diversity by:

* maintaining a highly skilled, motivated and energetic workforce who are better able

to meet the needs of a diverse school community

* seeking to assist families in a confidential manner at their point of need
* liaising effectively with external agencies – D.H.H.S. Anglicare, CAMHS, Annie North and others in support of families
* promoting respectful and supportive work practices to increase participation levels and capacity to solve problems.

**School Actions and Consequences:**

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 students participation in programs that help develop and improve their social competencies including Play Is The Way Games (Wilson McCaskill)
* providing personalised learning programs where appropriate for individual students
* empowering students by providing opportunities for them to take responsibility and be involved in decision-making
* providing physical environments conducive to positive behaviours and effective engagement in learning

Anti-Social behaviours will be responded to through a process that involves:

* always following up anti-social behaviour
* ensuring a clear understanding of expectations by both students and teachers is regularly and clearly communicated
* using the 3R process as a follow up to restoring relationships

Broader support strategies will include:

* involving and supporting the parents/carers
* involving the student wellbeing coordinator, school counsellor and other SSSO and ES staff as required
* 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
* providing broader educational programs, for example LARP (Leisure And Recreation Program), Choir, camps & outdoor education activities, gardening and cooking program.
* involve community support agencies as required

The following programs, staff and policies support student engagement, encourage attendance, promote positive behaviour as well as address student wellbeing at Bendigo Violet St Primary School

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| **Programs**  Classroom based Social Skills programs ‘Play is the Way’  Wilson game/Circle time  Technology/ Lego club  Gardening Program  Kitchen/Garden Program  Structured play in Library  Lunch time outdoor organised games  EAL program  Literacy and numeracy intervention  Co-curricular and specialist programs  L.O.T.E  Out of school sport | **Staff**  Student Welfare staff  Speech Psychologist  Social Worker  School Nurse  Coaching staff  Education Support staff  First Aid staff  Specialist staff  Transition staff | **Policies & Procedures**  Attendance Policy  Engagement and Well-being Policy  Prevention of Bullying in Workplace  Sexual Harassment  Duty of Care  OH&S Policy  First Aid  Child Protection  Child Safety Code of Conduct  Technology Code of Conduct  Camps and Excursions  Mandatory Reporting |
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Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential. These policies set out the requirements for the suspension and expulsion of students in Victorian Primary schools

Suspensions

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx>

Expulsions

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

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