

Moorabbin Primary School



Student Engagement and Wellbeing Policy



Moorabbin Primary is a school committed to student wellbeing and welfare. This is apparent through the various programs adopted at the school and developed with the clientele's needs in mind. The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of MPS's approach to prevention is implementing a school wide approach to the teaching of positive behaviours that is underpinned by the school values, vision and pedagogy, and uses logical consequences to address appropriate and inappropriate behaviour.

The school has developed and implemented a range of programs to support student wellbeing:

- Whole school behaviour management incorporating positive behaviours
- Student Voice through student leadership program, student led assemblies and special days
- Restorative Practices
- Classroom protocols
- Circle time

Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students is promoted to encourage innovative pedagogy developed using the Victorian Curriculum, HITS, Practice Principles etc.

Moorabbin Primary School is committed to working alongside all members of the school community to promote a sense of community where all feel safe and valued.

Prevention Programs

Attendance

The school understands that through regular school attendance students are able to maximise their full educational potential and actively participate and engage in their learning. In 2017 the school introduced text messages, through COMPASS, after roll call to families of students who are absent.

Students entering school after 9.00am are requested to sign in on the ipad located at the office then enter their class.

Curriculum

Student centred learning is of high importance. An Additional Assistance program monitors students across the school who require support for their learning or extension to their learning.

We follow the 4R welfare program which 'Resilience, Rights and Respectful Relationships'.

Transitions

The school offers a range of transition sessions throughout the year taking into consideration gender, year levels and new students:

- In-house - between the early years and middle years
- Primary to Secondary - Year 6 to Year 7
- Preschool to Primary - Preschool to Prep.

Positive Behaviour Management

Moorabbin Primary School is dedicated to providing a safe, nurturing, respectful and positive environment for all members of the school community. The school community is committed to establishing operational lines of communication for any student or adult who is experiencing any form of negative behaviour be it physical, verbal, visual, emotional or through exclusion.

Moorabbin Primary School supports and encourages students in developing an understanding of the need and right to make choices. Linked with the right to make choices is that each individual accepts the responsibility for the consequences of the choices he/she makes.

The purpose of a school strategy for dealing with behaviour is to ensure a whole school common purpose is practised and to teach students to behave in an acceptable and appropriate manner and to discourage inappropriate attention seeking behaviours.

A whole school approach provides students and teachers with a consistent approach. These strategies will be implemented alongside the Friendly Schools and Families program.

Through promoting school-wide positive behaviours the school aims to:

- provide a safe and secure environment that promotes and demonstrates inclusion in its culture
- support and encourage change in students response and behaviour towards others
- build self efficacy in all students so they have the confidence to speak up about inappropriate actions towards them or others
- establish a connection with peers, teachers, parents and the wider community that is positive
- provide any student with a positive response to a concern by any member of staff at any time be it in the playground or classroom

Serious incidents will require a more formal approach that may include the Principal and the need for a Student Support Group to devise strategies and procedures to address the behavior this may include intervention from specialist services from DET or external agencies. All incidents will be formally documented and data collected.

Professional Learning

Professional learning for teachers has a high priority at Moorabbin Primary School. Meeting schedules and agendas have been streamlined to ensure full understanding of the school's student wellbeing and welfare approaches. External consultants are engaged to provide staff with additional knowledge and strategies.

Rights and responsibilities

3.1 Guiding principles

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.

3.2 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
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 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 DET 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

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Child Safety Standards

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. It is recognised that many schools will have existing policies and procedures 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
- Standard 2: A child safe policy or statement of commitment to child safety
- Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children.

Ministerial Order 870 - *Child Safe Standards - Managing the Risk of Child Abuse in Schools* provides guidance on how the Standards apply to a school setting. It came into effect on 1 August 2016. To implement the minimum Standards in accordance with the Order school governing authorities 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.

3.5 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.

3.6 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)

HARASSMENT

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.

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

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.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

At Moorabbin Primary School we believe that students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions. We strive to achieve recognition of Moorabbin Primary School as a school that:

- Is committed to the development of lifelong learners.
- Promotes intellectual independence.
- Supports educational excellence.
- Is dynamic in the diverse range of flexible opportunities it offers students.
- Actively encourages student connectedness, resilience and social competencies
- Promotes and celebrates cultural diversity.

In support of our beliefs, Moorabbin Primary School has clear codes of conduct for all members of the school community.

Upon commencement at the school all students are issued with a Student Code of Conduct Booklet which is taken home for discussion with parents, signed and returned to school.

Student Code of Conduct:

The Student Code of Conduct booklet sets out the standard of behaviour expected at Moorabbin Primary School.

The rules, as stated, are based on the rights of all member of the school community.

The school's Student Code of Conduct is based on the school's TERRIFIC values:

- Thoughtful
- Enthusiastic
- Respectful
- Responsible
- Inquisitive
- Friendly
- Inclusive
- Capable

Human Rights:

- The right to be safe
- The right to be treated with respect
- The right to work and play without interference

The school has a Code of Conduct Policy that reinforces these principles.

Work in a manner that is beneficial for both yourself and others.

Demonstrate the school values when working by:

- Being on time to class
- Listening politely
- Cooperating with others in class and group work
- Working consistently with perseverance to complete tasks set
- Encouraging others to attend to their work

Treat others as you would like to be treated

Demonstrate the school values when interacting with others by:

- Treating all members of the school community and visitors with respect and courtesy
- Controlling one's behaviour so that others are not hurt or upset
- Encouraging others
- Being positive about their efforts in work and play
- Treating everyone the same – be a 'BUDDY' not a 'BULLY'

- Being helpful to others
- Using appropriate language

Care for your own property and the property of others

Demonstrate the school values when looking after belongings by:

- Taking responsibility for personal items
- Ensure items are labelled with your name
- Ask permission before you take or use other people's belongings
- Look after all the school's equipment that you use or borrow
- Return all library books by the due date
- Keep the school environment a clean and tidy place by putting rubbish in bins
- Return equipment to appropriate place

Play, move and work safely

Demonstrate the school values for safe play, movement and work by:

- Responsibly and carefully moving in and around school buildings
- Moving through the buildings during class time in groups of three
- Walking around corners and in corridors - running can cause accidents
- Throwing balls only – items such as sticks, stones and sand can hurt if thrown
- Respecting the personal space of others
- Remembering that rough play in football and soccer can hurt others
- Staying inside the school grounds and playing in permitted areas - out of bounds areas are the car park, the boundary fences and behind red lines
- Staying in view of duty teachers
- Staying out of the school buildings unless supervised by a teacher.
- Thinking about the needs of others when playing
- Keeping the environment clean and tidy by putting rubbish in bins

Follow the instructions of the adult in charge

Demonstrate the school values when following instructions by:

- Responding appropriately to what is asked of you by your teacher or adult in charge
 - Asking the teacher before leaving the classroom
 - Allowing the teacher to teach and others to learn through demonstrating appropriate, respectful behaviour
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Moorabbin primary School staff are expected to model the school values and the code of conduct which is included in the annual staff manual.

Staff code of conduct:

• Establish clear expectations and build on the experiences and needs of all students.
• Encourage tolerance and an understanding of diversity.
• Maintain a well-organised and dynamic learning environment.
• Demonstrate the ability to manage and adapt to change.
• Behave and dress in an appropriate and professional manner thereby presenting a positive role model.
• Treat students and colleagues equitably and justly.
• Promote a positive image of the School.
• Communicate with all members of the School Community in a positive, courteous and professional manner.
• Recognise that all students have the capacity to learn and be taught.
• Have an understanding of how students develop and learn.
• Undertake relevant professional development to extend their skills. Accept and offer support within professional learning teams.
• Promote high but achievable expectations for all students in their learning and in their behaviour.

<ul style="list-style-type: none"> • Monitor and assess students continuously using a variety of techniques related to AUSVELS. Report to students and parents in a meaningful, clear and accurate manner.
<ul style="list-style-type: none"> • Manage students' behaviour and welfare in strict accordance with the student code of conduct.
<ul style="list-style-type: none"> • Ensure that the classroom and the School environment are safe, caring and purposeful and enhance student learning.
<ul style="list-style-type: none"> • Respond to occupational health and safety matters.
<ul style="list-style-type: none"> • Reflect an understanding of all school policies through actions and teaching and learning.
<ul style="list-style-type: none"> • Maximize effective teaching and learning time with structured class programs.
<ul style="list-style-type: none"> • Develop a wide range of teaching strategies to cover all key learning areas.

Parents and guardians are valued members of the school community. To support positive interactions members of the school community are expected to:

<ul style="list-style-type: none"> • Respect and support the role of the Principal, Staff and School Council.
<ul style="list-style-type: none"> • Support the implementation of all School Policies.
<ul style="list-style-type: none"> • Participate in activities, share skills and encourage all children to understand the importance of reaching the highest level of achievement possible.
<ul style="list-style-type: none"> • Respect and trust the professional abilities of the teaching staff and administrators.
<ul style="list-style-type: none"> • Support and follow school request for the up-to-date personal contact details and student medical records.
<ul style="list-style-type: none"> • Treat others with respect and value diversity.
<ul style="list-style-type: none"> • Support and promote the value of lifelong learning for all.
<ul style="list-style-type: none"> • Actively participate in School fundraising, working bees and functions.
<ul style="list-style-type: none"> • Ensure adherence to the School's Dress Code and Codes of Conduct.
<ul style="list-style-type: none"> • Attend parent/teacher interviews and information sessions.
<ul style="list-style-type: none"> • Facilitate communication between home and school by reading and responding to communications.
<ul style="list-style-type: none"> • Treat all members of the School Community with respect and be sensitive to their needs.
<ul style="list-style-type: none"> • Inform the School of relevant problems or concerns.
<ul style="list-style-type: none"> • Ensure children attend school regularly, are punctual and absent notes are provided.
<ul style="list-style-type: none"> • Parents, carers and guardians have an obligation to support the School's policies, values and codes of conduct for the benefit of the students.
<ul style="list-style-type: none"> • Support and encourage new families entering the School.
<ul style="list-style-type: none"> • Draw on the rich and diverse experiences, knowledge and skills of people in the local community to nurture the growth of the children.
<ul style="list-style-type: none"> • Moorabbin primary School will keep the community informed of the School's activities and achievements through the weekly newsletter, website, Class Convenors, Information Evenings, Whole School Assemblies, Parent/Teacher meetings and Family Nights.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: <ul style="list-style-type: none"> • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition 	Students have a responsibility to: <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

<ul style="list-style-type: none"> Participate fully in the school's educational program 	<p>school community.</p> <ul style="list-style-type: none"> Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. As students progress through school they will be encouraged and supported to 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. Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. Support the Student Code of Conduct and the school values.
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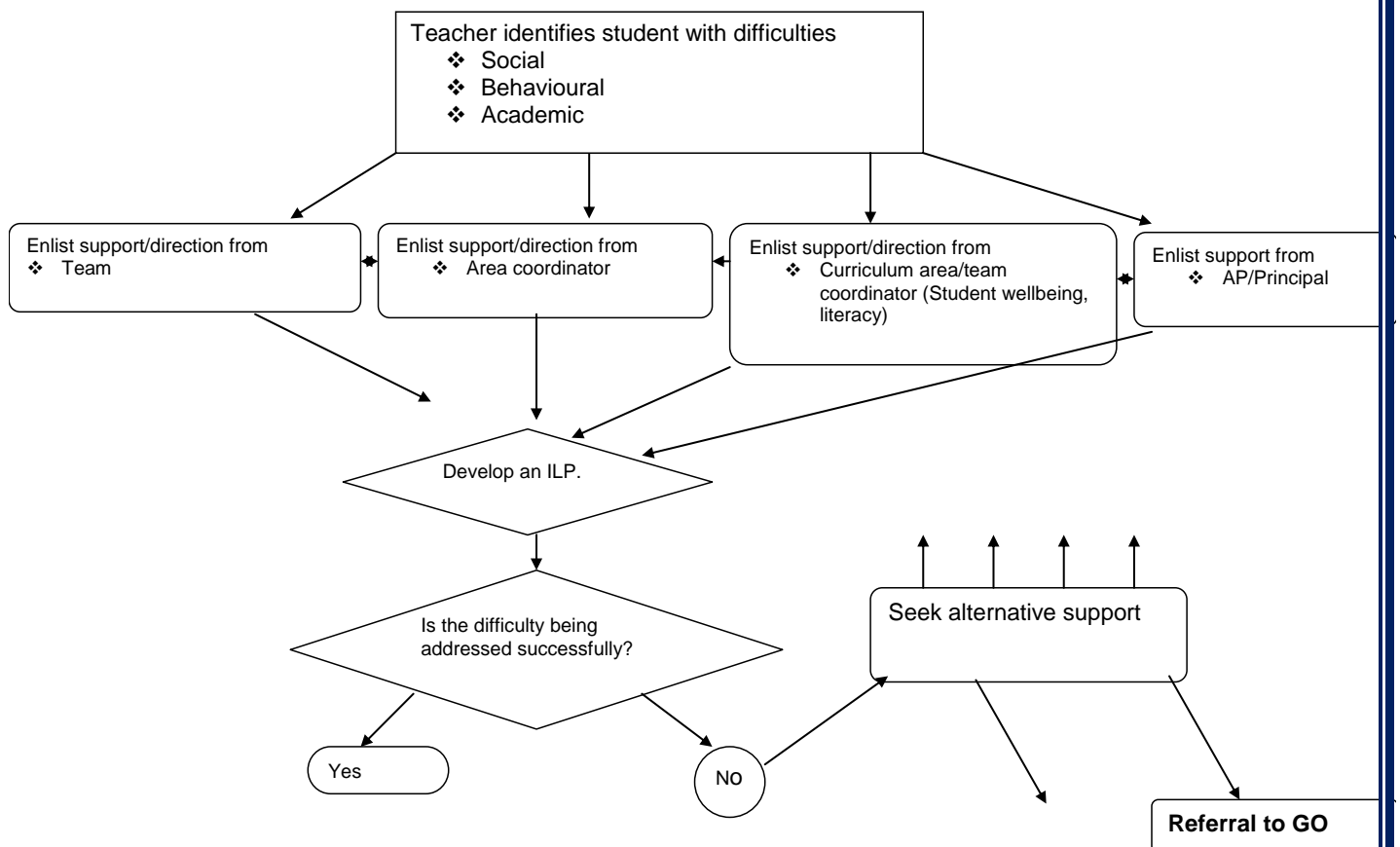
Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. Ensure their child's regular attendance. Engage in regular and constructive communication with school staff regarding their child's learning. Support the school in maintaining a safe and respectful learning environment for all students. Support the codes of conduct and all school policies.

Rights and Responsibilities of Teachers

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 <p>Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</p>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none">• 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 and challenging learning environments.• Use a range of teaching strategies and resources to engage students in effective learning.• Support the Staff Code of Conduct and all school policies.

The school has a clear referral procedure for students requiring additional support.



Having obtained parental permission, wellbeing staff at the school will provide support and assessment on a range of levels and will include but not be limited to the following:

- Informal assessment of student
- Formal assessment
- Parent meetings
- Teacher meetings
- Recommendations including possible onward referrals
- Written report

Shared expectations

Moorabbin Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations reflect a positive view focussing on appropriate, accepted behaviours and interactions for our school community. The school's vision statement sets a clear expectation for the developmental needs of the whole child, emotional, academic and social.

Vision

We are learners for life who lead the way making the most of everyday. Moorabbin Primary school the place to excel.

Values

School TERRIFIC values:

- Thoughtful
- Enthusiastic
- Respectful
- Responsible
- Inquisitive
- Friendly
- Inclusive
- Capable

Thoughtful: Considering the feelings and needs of others.

Enthusiastic: Demonstrating feelings of excitement and interest.

Respectful: Considerate, polite and courteous.

Responsible: Dependable and can be trusted.

Inclusive: Everyone is welcome.

Friendly: Kind and helpful.

Inquisitive: Questioning or curious, eager to learn.

Capable: Able to do a task or job.

FUNDAMENTAL BELIEFS FOR STUDENT ENGAGEMENT AND WELLBEING

- Clear and consistent expectations are to be set
- All individuals have the right to be safe, heard and respected
- Relationships and rapport are fundamental to changing behaviour
- Situations will be dealt with in a clear, calm manner
- Every person is provided with equal opportunity to learn
- There needs to be differentiation between the deed and the doer.
- Allow for the differing needs in which children learn
- Learning opportunities allow for engagement and success for students.
- Mistakes are an opportunity for positive growth and change
- Resilience is learnt and practised.
- Self-awareness and owning one's behaviour leads to change
- All individuals have the ability to modify their behaviour
- Consequences are logical, relevant and determined by all involved
- Behaviour management is a partnership
- All school members are aware of rules and processes for reflection and change (i.e. Affective questioning)
- Any adult in supervision will be guided by Child Protection guidelines

***** School Policy and Discipline Guidelines prohibit the use of 'Corporal Punishment' at anytime *****

CLASSROOM - POSITIVE ENGAGEMENT

In order to create an environment of co-operation and support, the following implementation strategies will be applied within the classroom context to assist with and encourage positive management of behaviour.

- Develop grade set of rules consistent with whole School Behaviour Statement.
- Regularly revisit / revise School Behaviour Statement and expectations for behaviour.
- Provide clear, consistent processes by which to engage all students which are firm but fair.
- Begin in Term 1 with P.D. unit on interpersonal relationships and games/dance to work in partnership
- Develop reward systems tailored for students. E.g. Class Dojos, Peg Chart, Class tokens
- Develop visual and verbal cues to cater for student needs.
- Ensure classroom programs and procedures are consistent with policies and expectations.
- Utilise alternate strategies to prevent the escalation of a situation i.e. Proximity, Fidget tools, Microskills.
- Continue to educate children in Affective Questioning of Restorative Practices Philosophy.
- Utilise Affective Questioning when dealing with children.



AFFECTIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?