



STUDENT ENGAGEMENT AND WELLBEING POLICY

Student Engagement and Wellbeing Policy

PURPOSE

Students are better prepared for learning when they are healthy, safe and happy; therefore, student wellbeing is the responsibility of all staff working in a whole school context. Our approach to student wellbeing requires us to differentiate between student needs as well as having a degree of consistency that is supportive of a safe environment.

The use of corporal punishment as a means of disciplining students is strictly prohibited.

AIM

Orbost Primary School aims to develop a sense of belonging, values self motivation and active participation, provide every opportunity to learn so that everyone can be the very best person they can be. The children will be expected to adopt behaviours that:

- Develop good work habits and the qualities of good learners
- Lead to a healthy lifestyle
- Are outlined in our school values and promote
 - ✓ Community
 - ✓ Challenge
 - ✓ Creativity
 - ✓ Curiosity
- Respects individuals and their differences between student and students and student and teachers, staff members and other adults
- Develops positive relationships between student and students and student and teachers, staff members and other adults

IMPLEMENTATION

Our focus is on primary prevention which is the broadest area of activity relating to all students. The main message is on building, belonging and promoting wellbeing by:-

- Teaching of the school values and the expected behaviours
- Positive behavioural management strategies which will be established at the beginning of each year for each class in consultation with students and will be provided to parents
- Number of school programs promoting a safe, secure environment will be conducted throughout the year
- Playground supervision is thorough and prompt responses to inappropriate behaviour are adhered to
- Attendance and punctuality is encouraged and closely monitored
- Commitment by parents/guardians to work in partnership with the school on issues around student wellbeing

WELFARE SUPPORT

- OPS has funds set aside to utilise speech and counselling specialists
- A chaplain is employed 10 hours per week for student and family support
- We conduct regular Parent Support Meetings for students with disabilities
- We implement the DET guidelines on Student Engagement, including suspensions, parent complaints and student support.

BULLYING

AIM

We aim to support children in their social development, so that they become self disciplined and accept responsibility for their behaviour in order to provide a happy, positive and safe environment for all children in our school.

DEFINITION

Bullying is a repetitive attack which causes distress not only at the time of the attack but also by the threat of future attacks. It is usually characterised by an imbalance of power and can be defined by the negative impact on the vulnerable person who is targeted.

Types of bullying

There are three broad categories of bullying.

1. Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
2. Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. Indirect bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of email, text messages or other social media to humiliate and distress.

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

1. Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
2. Social rejection or dislike - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

IMPLEMENTATION

Preventive measures

- Comprehensive record keeping of incidents are maintained and followed up
- Teaching of school values and the expected behaviours is vital in the prevention of bullying including the importance of student bystanders in reducing bullying. All classroom teachers model appropriate social behaviours and aim to create environments that allow students to learn as well as feel emotionally and physically safe.
- Life Education Program takes place on an annual basis with a focus on positive self esteem
- Negotiated classroom rules based on mutual respect.
- Tips on how to assist students if they are being bullied are regularly put into the school newsletter along with tips on how to develop resilience, good social skills, and assertiveness, making friends, conflict resolution, non aggressive anger management and empathy
- Staff professional learning on bullying and harassment and proven counter measures.

- Provision of programs that develop positive social and emotional wellbeing in students including camps and outdoor activities, mindfulness, personal development and excursions that link in with the wider community.
- Buddy program involving Grade 6 students working with students in the junior school. Senior students also become trained as peer mediators.
- The school has access to a range of wellbeing professionals to provide assistance and support for students who are the victims of bullying and also the bullies themselves who often need support to deal with their behaviour.

Managing bullying situations

- When bullying incidents are reported to a member of staff they will speak with the targeted student at a time as close to the incident as possible and reassure them that the school has no tolerance for bullying and that action will be taken to ensure no further bullying occurs. Bullying incidents are then drawn to the attention of the classroom teacher.
- The classroom teacher will initiate the most effective procedures to assist the victim and the bully including:
 - Non punitive approaches such as mediation, the support group approach, method of shared concern, restorative justice
 - Use of sanctions-loss of privileges or exclusion from school activities
- Parents of bullies are informed as soon as there are any repeat incidents of bullying and a plan is established to prevent any further incidents reoccurring
- Parents of victims are informed and support put in place to restore a sense of belongingness and safety for the child
- Support from the Principal or external support providers may be required in some circumstances

EVALUATION

Teachers and School Council review the Student Attitude to School Survey on an annual basis.

Bullying surveys conducted regularly to review bullying incidents and monitor our anti-bullying policy.

RESOURCES

Bullying Solutions, Safe Schools are Effective Schools, www.bullyingnoway.com.au

E Smart , www.esmartschools.org.au

STUDENT ENGAGEMENT

Every member of the Orbost Primary 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 and valued as an individual.

Our purpose, which is inclusive of students, staff, parents and the wider school community, is to develop a sense of belonging, values self motivation and active participation, provides every opportunity to learn so that everyone can be the very best person they can be.

Our school values of Community, Challenge, Creativity and Curiosity underpin our student engagement practices.

Teachers work hard to create safe and secure classrooms and encourage a learning environment where all students can succeed. They also plan and prepare lessons and activities that are designed around best practice for teaching and learning.

A variety of data from students, parents and staff is used annually to inform our engagement practises.

Definition

We have the understanding that student engagement can be defined as three interrelated components behavioural, emotional and cognitive.

Behavioural engagement refers to student's participation in education, including the academic, social and extra curricula activities of the school.

Emotional engagement encompasses student's emotional reactions in the classroom and the school. It can be defined as student's sense of belonging or connectedness to the school.

Cognitive engagement relates to students investment in learning and their intrinsic motivation and self regulation.

Rights and Responsibilities

At Orbost Primary School, we believe that all students have the right to learn and that all teachers have the right to teach. Everyone has the right to feel physically and emotionally safe.

Teachers have a responsibility to maintain a safe and orderly learning environment in their classrooms. All students have a responsibility to behave in a manner that allows others to learn and teachers to teach.

If students do not behave in an appropriate manner, the following procedure is followed:

1. Warning and reminder of appropriate behaviour and redirection to remain on task.
2. Relocation in the classroom and second warning.
3. A student or aide is sent to office to collect the Principal. Disruptive student is removed from class and placed in either another class or suitable isolated space until the next break. Teacher follows up with restorative conversation based on exit reflection form. Lunchtime detention for 25 minutes. Exit is recorded in "Exit Book" at General Office.
4. Removal from class second time – parent is contacted to inform them of behaviour. Teacher follows up with restorative conversation. After school detention.
5. Removal from class three times in a term will result in an internal suspension for one day.

Students who are violent, who display aggressive behaviour towards staff and/or students or who swear directly at a staff member will be immediately exited from class and sent home. DET suspension procedures may apply.

Rights and Responsibilities

Rights	Responsibilities
<p>Students have a right to:</p> <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 • Participate fully in the School's educational program 	<p>Students have a responsibility to:</p> <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 school community • Demonstrate respect for the rights of others, including the right to learn • 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

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 • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<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

Rights	Responsibilities
Parents/carers have a right to: <ul style="list-style-type: none"> • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Access information on the learning progress of their children 	Parents/carers have a responsibility to: <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.

Promoting Positive Attendance

Regular school attendance and punctuality enables students to maximise their full potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at a risk of missing out on fundamental aspects of their educational and social development.

Primary prevention strategies employed at OPS include:

- Roll marking completed accurately twice daily with the absence codes used consistently
- Attendance data including lateness is analysed regularly for early identification and follow-up
- Parents and students are regularly informed about school expectations and the benefits of regular attendance and being punctual
- Individual student attendance data is officially reported to parents twice a year

If your child is absent from school – please write a note or contact the office via phone on the day of the absence.

If student absences become a concern, the school will do the following:

- phone call requesting explanation of absence
- Support meeting with teacher, welfare team, parent and student
- Professional advice from DET, DHHS, Community Services.

NOTE: Being late to school means children miss vital introductions to the day's learning. Lateness and absences interrupt the learning program for all children. Late attendance is recorded on the roll. Our target is 95% attendance or a maximum of 10 days absence per year.

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

February 2022