



ROMSEY PRIMARY SCHOOL STUDENT ENGAGEMENT , INCLUSION & WELLBEING POLICY

School Purpose:

Romsey Primary School (RPS) aims to provide students with a supportive, stimulating and challenging learning environment that promotes self-motivated, responsible individuals who will be active and aware global citizens.

Implementing an inclusive and consistent approach to literacy and numeracy teaching practices across the school is a priority. Strong leadership in these areas facilitate continuous improvement by providing professional learning and support to planning, delivery and review of classroom programs. Ongoing monitoring of student learning outcomes is used to inform teaching practice.

RPS values and the You Can DO It Program:

Respect: Be cooperative, honest and tolerant of others.

Responsibility: Make responsible choices, care for our school environment and the safety and wellbeing of others.

Resilience: Believe in yourself and persevere with challenges.

The 5 Keys of YCDI Education:

The schools core purpose is the development of student social and emotional capabilities – Each term the whole school focuses on one of the five keys to success

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience.

Central to the development of these 5 Key Foundations is instilling the 12 Habits of the Mind

1. Accepting Myself
2. Taking Risks
3. Being Independent
4. I Can Do It
5. Giving Effort
6. Working Tough
7. Setting Goals
8. Planning My Time
9. Being Tolerant of Others
10. Thinking First
11. Playing by the Rules
12. Social Responsibility - includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance, and Inclusion.

At weekly school assemblies, student achievement awards aligned to the You Can Do It keys to success and our school values are presented to students. These are published in the school newsletter.

Transition:

RPS conducts a transition program which assists in developing students' confidence, skills, knowledge and attitudes as they move through their primary schooling. Students participate in visits to their next level of schooling during term 4 which provides a positive and supportive transition to their next year level.

The Prep transition coordinator regularly liaises with the local kindergarten and childcare centre to promote the Prep transition program. Formal and informal transition visits for Kindergarten children are organised over 6 months prior their commencement at school. Activities include classroom visits, open mornings, attending concerts, year 5 leader students assisting with school transition visits, parent information sessions and teacher/parent interviews as required.

The Year 6 transition coordinator and teachers liaise with secondary feeder schools and a selection of independent schools. Transition visits between schools allows for all students to feel secure in their new educational setting.

Buddy Program:

Younger classes are partnered with an older class to provide students with the opportunity to learn cooperatively on a regular basis and build relationships across the school.

Special Programs:

Special programs are currently offered for students who may require extra support in one or more of the following areas: confidence building, reduction of anxiety, developing resilience, building relationships and getting along with others, working in a team, following rules and guidelines and learning social responsibilities.

These fluid programs are run on a weekly basis in small groups. The Assistant Principal oversees the Educational Support Staff who are responsible for planning and conducting these programs. The Assistant Principal meets weekly with ES staff members to discuss successes and areas for improvement regarding these programs. Students are selected to participate in these programs by recommendation of their class teacher and/or the Assistant Principal and Principal. Parents are consulted prior to students commencing participation. Student participation is regularly reviewed on a needs basis.

- FitWise- designed to cater for students with a focus on team building skills, fitness, gross motor skill development, getting along with others and resilience.
- Cooking – this program has a strong focus on working as a team, following instructions, safety procedures, developing confidence, developing oral language skills and informal practice of literacy and numeracy skills. Students in the cooking group where possible use fresh produce from the school vegetable garden and create 'tastings' for the year 4 gardening groups to share.
- Social Skills – social skill groups are conducted for girls. The groups focus on developing resilience, building positive relationships, reducing anxiety and learning how to relax and care for your own wellbeing.
- Team Building – this group is conducted for boys. This group focuses on developing resilience, building positive relationships, reducing anxiety and learning how to relax and take care of your own wellbeing.

Absences:

Class teachers monitor student absences and the office contacts parents regarding unexplained absences. The Assistant Principal or Principal will contact parents if attendance concerns continue. Individual Performance and Development meetings between staff and school leadership assess individual student attendance and will identify any students 'at risk'.

Professional Learning:

Teaching staff participate in and contribute to weekly Staff Learning and Professional Learning Team meetings focusing on enriching and improving teacher practice with the aim to continually improve student learning outcomes and engage all students in meaningful and rich learning tasks. ES staff are provided with professional learning opportunities and are supported and encouraged to build upon their knowledge and skills.

The following professional learning activities and approaches are examples of teachers and ES staff supporting students learning and wellbeing:

- Autism Spectrum Disorder (ASD) professional learning – throughout term 3 2014 (20 hours). Facilitated by DEECD ASD coach. 17 teaching and ES staff participated. This professional learning proved to have a positive impact on not only ASD students but all students, providing positive strategies for teachers and ES staff to manage challenging behaviour and providing support for all students.
- Teach Like a Champion (TLC) – (Doug Lemov) – ongoing professional learning throughout 2014 and continuing into 2015/16. All teachers are participating in learning the concrete actions of specific teaching techniques that allow the achievement gap of students to be narrowed and to increase student engagement.
- 6 Traits of Writing – Ongoing professional learning led by the literacy coordinator.
- Whole School Approach to Teaching and Learning of Literacy and Numeracy.
- ResourceSmart Professional Learning to embed sustainability across the school.

Student Wellbeing:

At RPS a range of strategies and programs to support student wellbeing include:

- Whole school approach to Positive Behaviour Management
- Individual Student Management Plans
- Individual Learning Plans
- Anti-bullying policy and procedures
- Cybersafety policy
- Restorative practices
- Student leadership opportunities including - school captains, student councillors (year 3 to 6), house captains, performing arts and visual arts leaders, peer mediators , green heroes (P-6), year 5 kinder leaders, aerobic captains
- School choir and band
- Interschool, regional and state sporting opportunities
- Biennial school musical for all year 5/6 students
- Gymnastics Aerobics program
- Year 4 gardening program
- Social Skills programs
- Preparation for Puberty (year 6)
- Transition programs – Kinder to Prep; Year 6-7 and across the school

Restorative Practices in detail:

The school is committed to the use of Restorative Practices with students. Restorative Practices is used both in resolving conflict and encouraging student participation in what and how they learn. Restorative Practices assists in helping students to feel safe and supported as well as promoting social values and appropriate behaviour. Restorative Practices require students to reflect on and consider the broader implications of their behaviour and to be an active participant in resolving a solution to the problem. It focuses on repairing harm done to relationships and people in preference to assigning blame and dispensing punishment.

Student Leadership in detail:

School Captains

Each year, a male and a female School Captain are selected from Year 6. The process for selection is based on a written application and interview with senior staff. School Captains are important role models for all students, automatically becoming members of Student Council. They undertake promotional and public relations activities within the school, and represent the school at community events. They are offered the opportunity to participate in building leadership capacity by attending selected programs.

Student Council

Every year, each class from Year 3 to 6 elects a male and female student to become its representative on Student Council. Within Student Council, an executive consisting of a President, Vice President, Secretary and Treasurer is elected. Student Council meets regularly and its role is to:

- Discuss and negotiate the resolution of issues raised by students
- Organise and conduct social events and fundraising activities for charities and causes of its choice (including the sponsorship of a child)
- Report to School Council each month on its activities and present student suggestions and requests
- Participate in building leadership capacity by attending selected programs.

House system

Students are allocated to one of 4 school sporting houses for the duration of their enrolment at RPS. Shaw -orange, Clement - blue, Clarke -yellow and McIntyre – green
Male and female house captains are selected annually and elected by fellow Year 5/ 6 students, who are members of their house.

Green Heroes:

As part of the ResourceSmart program, two student leaders from each class are elected to join the green heroes' team. Two year 6 students are elected as green hero captains. This team meet regularly to discuss and implement ways to reduce energy consumption and water usage, minimise waste production and increase biodiversity in our school environment.

Other Program Leaders:

Teachers select two year 6 students to be performing arts and visual arts leaders to support specialist programs. A gymnastics aerobics captain is elected by fellow team members.

Extra-Curricular Programs could include:-

- Access to Before and After School Care program
- Athletics
- Bike Education
- Camps Program
- Choir and Band
- Cross age buddies program
- Environmental projects
- Excursions/Incursions
- Footsteps dance program
- Registered Stephanie Alexander Kitchen Garden Program
- Gardening program – Year 4
- Prep special events
- Fresh Fruit Friday – locally sponsored
- Golf clinic
- Gymnastics Aerobics program
- Interschool sport
- Library and passive play – selected break times
- Musical production for senior students (biennially)
- Music Tuition, violin, guitar, wood wind and keyboard
- School concerts
- Student support services, including; speech pathology and education, psychologist support
- University of New South Wales Mathematics and English Competitions for selected students
- Whole school/family special events

Rights & Responsibilities:

“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” (Department of Education and Early Childhood Development (DEECD) Student Engagement Policy Guideline, 2009). RPS policies reflect responsibilities under the Equal Opportunity Act 2005 (EOA), the Charter of Human Rights and Responsibilities Act 2006 (CHRRA), and the Education and Training Reform Act 2006 (ETRA). RPS has a commitment to upholding the rights of all members of the school community and strives to ensure that all responsibilities are met at a student, parent, teacher and leadership level. We believe that responsibilities are the things that one is inherently accountable for. Some responsibilities involve actions for other people and some involve actions done for ones’ self. A right is something to which one is inherently entitled.

| Rights | | |
|--|---|--|
| Students | Staff | Parents/Guardians |
| <p>Students have the right to:</p> <ul style="list-style-type: none"> • Play and learn happily and safely without interference from others • Be accepted and valued as an individual • Be treated with respect • Have regular access to programs, school facilities and equipment • Optimise academic, social growth, physical strengths and abilities so potential can be fully developed | <p>Staff members have the right to:</p> <ul style="list-style-type: none"> • Be treated with respect within the whole school community • Be able to perform duties without harmful or disruptive influences • Work in a safe, pleasant and harmonious environment • Be supported by the child’s family; Be supported by colleagues, school leadership and the DEECD as appropriate • Be provided with appropriate teaching and learning resources • Have access to professional learning opportunities | <p>Parents/Guardians have the right to:</p> <ul style="list-style-type: none"> • Be treated with respect • Expect that their child is in an engaging and safe learning environment where they are experiencing success • Be communicated with professionally and effectively • Work in partnership with the school to support their child’s education • Be informed about their child’s progress at school |

Responsibilities

| Students | Staff | Parents/Guardians |
|--|---|--|
| <p>Student responsibilities are to:</p> <ul style="list-style-type: none"> • Live the school values • Allow for individual and collective learning accompanied by happy and safe play • Accept others as individuals with differing backgrounds, personalities and values • Treat others with respect • Participate to the best of one's ability in all school activities • Respect and care for the school's facilities, equipment and grounds • Adhere to the school policies with what is brought to school • Be a positive role model for other students • Represent the school in a positive light • Use social media in a respectful and responsible manner | <p>Staff responsibilities are to:</p> <ul style="list-style-type: none"> • Act professionally at all times • Maintain and contribute to a climate where all students have the opportunity to learn and play happily and safely in a positive environment • Provide opportunities for all students to experience personal success • Develop and instil school values in students • Treat all students equally and with respect • Communicate regularly with parents/guardians about their child's education and behaviour • Strive to keep abreast of best practice and use a range of strategies and resources to engage students in effective learning • Provide an aesthetically pleasing and stimulating environment • Reflect on and evaluate one's performance in order to provide opportunities for all students to develop their potential • Respect school property and resources • Use social media in a respectful and responsible manner | <p>Parents/ Guardians responsibilities are to:</p> <ul style="list-style-type: none"> • Assist the child to develop a positive self-image, tolerance and understanding of others • Follow their child's progress in conjunction with the school • Ensure that their child attends school and is punctual • Inform teachers on any relevant medical and family situations • Engage in regular and constructive communication with school staff regarding their child's learning by reading school reports, attend parent/teacher/student interviews and information sessions • Be informed about the school through the school newsletter, year level newsletters via the school website and tiqbiz communication app • Be aware of and encourage their child to observe the school expectations as per the Student Engagement Policy • Accept responsibility and liability for any wilful damage to personal and school property by their child • Be aware of the ways they can support the school, such as regular payment of voluntary contribution, Parent Representatives, Parent Club, School Council, working bees, classroom assistance, school sports and performing and visual arts events • Monitor their child's responsible use of social media • Use social media in a respectful, responsible manner |

Equal Opportunity:

The *Equal Opportunity Act 2010* (Vic) prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

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 a 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 recommend or alternative adjustments

Bullying and Harassment:

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

There are some specific types of bullying behaviour:-

- **verbal or written abuse** - such as targeted name-calling or jokes (including online)
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone

There are also some behaviours, which, although they might be unpleasant or distressing, **are not** bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

At RPS teachers work with students in the following ways to combat bullying:

- develop rules with students so they set their own climate of respect and responsibility
- teach students that they can and should stand up for others, and how to do this in a safe way.
- use positive terms, like what to do rather than what not to do
- be a role model and follow the school rules
- reinforce the rules
- consistently apply consequences for not following the rules
- show students respect and encourage them to be successful
- make expectations clear - keep requests simple, direct, and specific
- affirm good behaviour using one-on-one feedback
- help students correct their behaviours - help them understand that breaking the rules results in consequences: “I know you can stop [negative action] and go back to [positive action]. If you choose to continue, then [consequence]. ”

Associated policy – 801 Anti bullying policy

Cyberbullying:

Cyberbullying is bullying behaviour using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

RPS is a registered ESmart school with cybersafety programs conducted at all year levels. The ESmart program is supported by the Alannah and Madeline Foundation and is aimed at creating an inclusive, respectful and positive environment which aims to increase online safety and reduce bullying behaviours. This program includes parent information sessions and is been supported by outsourced providers from Cobaw Community Health and local police.

Associated policy - 802 Cybersafety Policy

Shared Expectations:

At RPS, the shared expectations for the whole school community are:

- focused on positive behaviour
- focused on prevention and early intervention
- supported by relevant procedures in accordance with school policies
- clear and specific, consistent, fair and reasonable
- linked to appropriate actions and consequences

RPS provides an educational environment that ensures all students are valued and cared for, to facilitate engagement in their learning community. RPS seeks to implement the school values of Responsibility, Resilience and Respect along with the 5 You Can Do It keys to success, organisation, getting along, resilience, persistence and confidence. Teaching practices will be inclusive and accessible to all students. A relevant, differentiated and challenging curriculum that gives students the opportunity to experience success will be provided. Parent-school partnerships

will be encouraged and nurtured. Links exist between our school community and external services such as the school nurse, psychologist, visiting teachers and speech therapist.

Students will be encouraged and supported to take responsibility for their own learning. They regularly set goals and have increasing opportunities to manage their learning and growth. They are expected to fully participate in the school's educational program and to attend school regularly.

Parents are expected to:

- Promote positive educational outcomes by taking an active interest in their child's progress
- Cooperate with the school, including regular constructive communication with staff regarding their child's learning and wellbeing
- Actively support their child's engagement in the school environment.
- Ensure their child/ren regularly attend school
- Encouraging positive behaviours

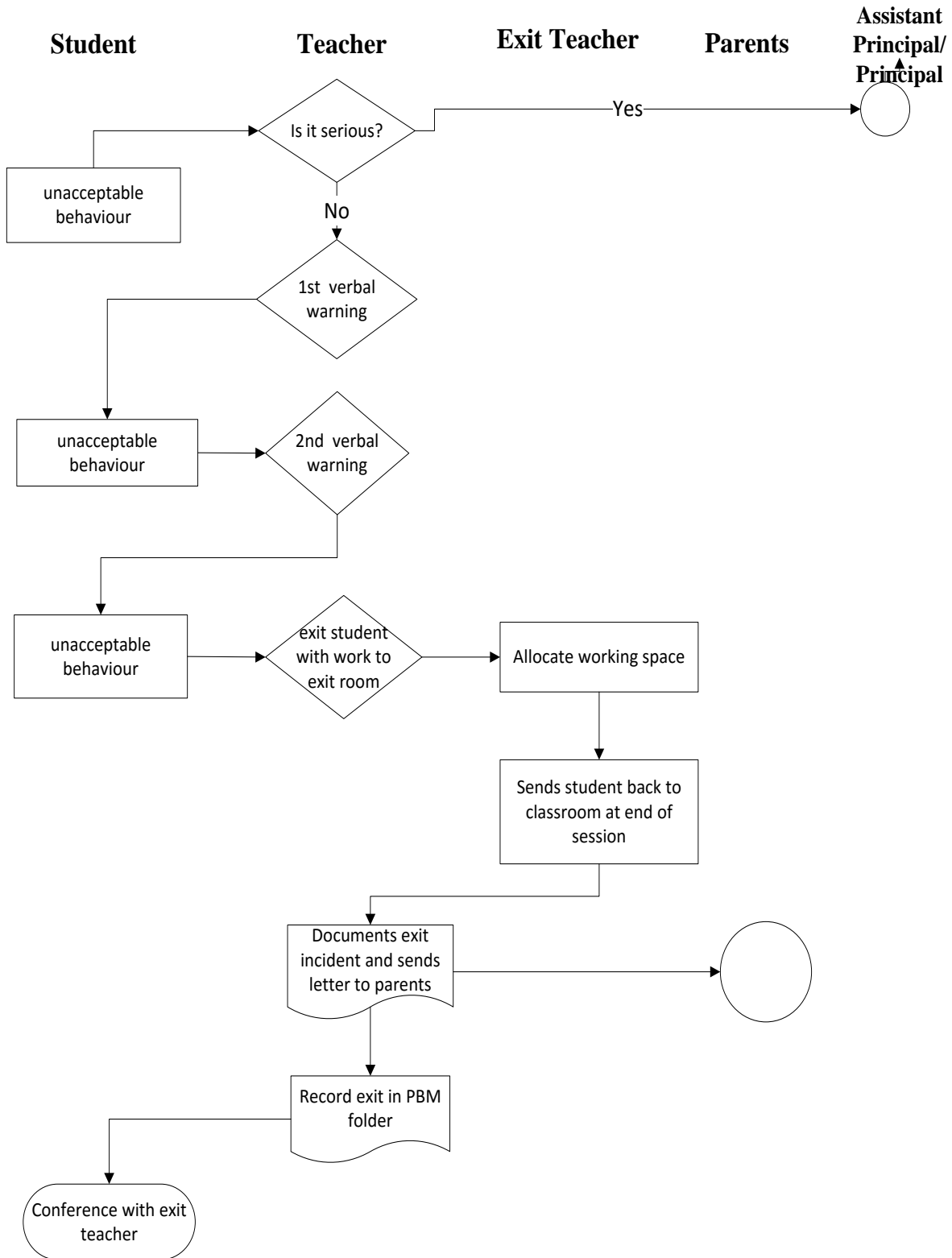
School Actions and Consequences:

The Positive Behaviour Management (PBM) process is an agreed process followed consistently by all teaching staff. It is based on positive reinforcement of acceptable behaviours with a series of consequence for inappropriate behaviour.

The PBM Process:-

Each teacher is issued with a folder containing the PBM Process. Individual Student Management Plans for students with Disability and Impairment (D&I) funding and those requiring specific behaviour management are documented and shared with staff for consistent implementation. These management plans are located in yard duty folders and Casual Relief Teacher (CRT) folders, ensuring all staff have the information required to appropriately manage individual students. The folders also contain parent letters, envelopes and documentation for data collection of information pertaining to students being exited from their classroom or specialist class.

Intent: To describe the process for monitoring and managing behaviour in the classroom.



Prevention and Early Intervention:

The implementation of preventative and early intervention measures are a part of the school's staged response to creating a positive school culture and managing challenging behaviours in students.

| Suggested Strategies | School Actions |
|---|---|
| Establish consistent school wide processes to identify students at risk of disengagement from learning: | <ul style="list-style-type: none"> • Liaise with kindergartens, primary schools and feeder schools when implementing transition programs • Liaise with Student Wellbeing Coordinator for referral to Student Services Support Officers (SSSO) • Engage with outside agencies • Use the Student Attitude to School Survey (year 5 and 6 students) to inform programs • Implement whole school approaches –<i>Positive Behaviour Management and Restorative Practices</i> • Consult the ‘<i>Transfer of Student Information</i>’ details provided by a new student’s previous school • Implement the values program at the commencement of each school year to establish classroom norms and whole school behaviour expectations • Develop positive relationships based on mutual respect between all students, parents and staff • Provide opportunities for selected students to participate in social skills programs assisting in the development of relationship building skills, resilience and confidence |
| Establish consistent school-wide processes and programs for early intervention | <ul style="list-style-type: none"> • Provide extra support for students with additional needs and/or refer to outside agencies for assessment to determine possible funding • Utilise programs offered by Community Support Agencies • Provide support through Literacy intervention program • Establish appropriate support for students based on identified needs such as anger management, loss and grief, physiotherapy • Develop Behaviour Management Plans for specific students in need |

Targeted Individual Student Behaviour:

| Suggested Strategies | School Actions |
|--|--|
| Establish inclusive and consistent classroom strategies: | <ul style="list-style-type: none"> • Implementation of the RPS Values Program and YCDI program • Whole school approach to Positive Behaviour Management • Restorative Practices utilised when appropriate • Teachers reflect on their own practices as part of their professional learning • Library Access during lunchtimes, for passive play, supported by ES staff |
| Establish an understanding of the life circumstances of the student: | <ul style="list-style-type: none"> • Discuss student's needs with parent/guardian • Review previous school/year level files • Ensure that students undertake effective transition programs throughout school life |
| Establish data collection strategies: | <ul style="list-style-type: none"> • Refer to school roll/timeout/class exiting records/teacher anecdotal records to determine behaviour patterns • Record and review playground incident data each term |
| Establish a Student Support Group (SSG): | <ul style="list-style-type: none"> • Meetings held once a term • Ensure that all relevant staff have plans communicated to them • Modify teaching/learning practices based on an Individual Learning Improvement Plan (ILIP) |
| Develop a plan for improvement based on data, and review regularly: | <ul style="list-style-type: none"> • Agreed Behaviour Management Plan (BMP) • Inform all staff and students' parents of the BMP • Monitor BMP • Review BMP and meet with parents as agreed |
| Seek external advice and consultation: | <ul style="list-style-type: none"> • Seek and use the advice of the Student Wellbeing Coordinator (Assistant Principal) • Liaise with and utilise advice/ strategies provided by SSSO if applicable • Liaise with and utilise advice/strategies provided by out of school professional services accessed by students/families such as COBAW family services, CAMS, Child First and private psychologists etc • Contact regional DEECD office staff for advice. |
| Additional consequences for inappropriate behaviour | <ul style="list-style-type: none"> • Attend time out for inappropriate yard incidents such as fighting, harassment/bullying, throwing sticks or stones, disregarding teacher instructions • Walk with Yard Duty Teacher • Removal from yard • Contact with parents • Attend after school detention • Suspension |

Discipline Procedures - Suspension and Expulsion:

At Romsey Primary School we implement discipline procedures including suspension and expulsion as per DEECD guidelines.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days. Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the Charter of Human Rights and Responsibilities Act 2006. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviour where this is a manifestation of disability.

Further information regarding suspension and expulsion procedures can be found at:
<http://www.education.vic.gov.au/Pages/default.aspx>

Related Policies:

814 Attendance
801 Anti Bullying
802 Cybersafety
722 Equity and Diversity and Anti-Harassment
803 Mandatory Reporting
810 Positive Behaviour Management
726 Staff Health and Wellbeing
811 Transition

Evaluation:

This policy will be reviewed as part of the school's three-year review.

Date Ratified by School Council: August 2014

Review Date: 2017