Bayles Regional Primary School

Student Engagement & Well-Being Policy

Developed in consultation with the school community
To be read in conjunction with
Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

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1 School profile statement

Bayles Regional Primary School aims to promote integrity, life long learning and the attainment of excellence through commitment to continuous improvement. The core purpose of the school is to provide a comprehensive education for all students enabling them to reach their academic, social and physical potential. Bayles Regional Primary School aims to challenge our students to reach their potential in a safe, respectful and harmonious environment. The quality of relationships which we develop with our students and community is imperative in developing an environment which engages students and develops connectedness.

The Bayles Regional Primary School community values;

- Respect - for self, others and the environment
- Integrity - to be honest and ethical in all we do
- Excellence - in all aspects of our community
- Persistence- to always give our best

Bayles Regional Primary School is situated on Ballarto Rd, Bayles, approximately 15 minutes from Pakenham to the north-west and 5 minutes from Koo Wee Rup to the south-west. Bayles is approximately 70 km from the Melbourne CBD in what is a rural farming area; however the school is placed within the Metropolitan Statistical Area. Two thirds of the students travel to school by bus with the remainder brought to school by parents.

Bayles Regional Primary School in 2015 had 27% of its families in receipt of the CSEF. The school has an SFO Density 0.57 (Moderately high). The physical environment of the school is well developed and attractive, with both passive and active areas for students and community use.

The school has strong welfare program to support students and families. It also mentoring program in place to work with students. The Student Attitudes to School Survey indicates that our students are extremely happy and engaged.
2 Whole-school prevention statement

Bayles Regional Primary School aims to: provide a safe, inclusive, engaging learning environment for all students where links to community groups, and support services are utilised wherever possible. The also facilitates an environment where parent involvement and community engagement is support is highly valued.

We have a range of activities and programs in place which support our students to attend school, participate in class and enjoy learning. These include:

- Student implemented programs such as: Fundraisers, Junior School Council, Buddy Programs, Grade 6 led activities, and Student led interviews.
- Buildings and classrooms that are well maintained, aesthetically pleasing, bright and inviting.
- Regular consultation with parents and students through: Junior School Council, Parents Club, School Council Meetings, and Student/Parent Opinion Survey.
- Out of school hours programs being provided by parents and teachers eg. Running Club, Badminton and Netball.
- A range of programs are run to ensure that students receive critical values education such as: CRE, acknowledging indigenous occasions, catering for physical safety, celebrating diversity and LOTE.
- Ongoing support from government funded support agencies including: Guidance Officers, Chaplains, Speech Therapists and a range of external support agencies such as Life Education, Bendigo Bank, the Cardinia shire and many more.
- Support from a range of community groups and parent involvement such as: Parents club activities and fund raisers, Weekly parent and grandparent helpers during Electives program, regular visits from/to local Kinder and local High school, Education Week activities – Grandparent’s Day, Open Day, Family Fun Night, musicals, concerts, Maths Night, the school Choir and school participation in public speaking competitions.
3 Rights and 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.

- It is the responsibility of all parents to ensure that

Their child is provided with correct school uniform, appropriate snack and lunches every day and adequate stationary. They also need to ensure that their child is not absent unless ill. Parents should endeavour to build supportive and positive relationships with school staff and always seek to resolve any issues in a non-confrontational manner.

- It is the right of all parents to expect that

That their child is treated with respect at all times. That they will be treated with respect by school staff at all times. They can expect that the school will provide a safe, stimulating and engaging learning environment for their child.

- It is the responsibility of all staff to ensure that

They provide a stimulating and challenging learning environment, teach with enthusiasm, follow department guidelines and school policies, communicate effectively with community, treat children fairly and with respect at all times and maintain a current professional knowledge.

- It is the right of teachers to expect that

That they are treated with respect by staff, parents and students at all times. They can expect that the school will provide a safe working environment. They can also expect to be provided with appropriate resources and professional development opportunities to ensure that they maintain current professional knowledge.

- It is the responsibility of all students to ensure that

They attend school and complete all set tasks, they follow school rules at all times and give each other equal learning opportunities. It is also the students responsibility to ensure that they show respect for themselves, their teachers, their peers and the environment at all times.

- It is the right of students to expect that

That they are treated with respect by staff, parents and other students at all times. They can expect that the school will provide a safe working environment and a stimulating and engaging working environment.
4. Shared expectations

Students are expected to:
• Treat fellow classmates, teachers and support staff with respect and dignity
• Attend school
• Have a positive attitude towards activities inside and out of the classroom
• Respect and take care of school resources

Teachers are expected to:
• Provide a safe and supportive learning environment for all students
• Provide opportunities for students’ learning to be challenging and engaging.
• Maintain positive relationships with students, fellow staff members and families.
• Be involved in the life of the school, such as school events and local community events.
• Provide engaging and inclusive learning resources for all students.
• Create an inclusive environment where all the students are catered for.

The principal is expected to:
• Provide leadership to school staff and students.
• Ensure the school is provided with resources and equipment to aid teaching and learning.
• Ensure the school encompasses an inclusive curriculum for all students no matter their circumstance.
• Participate and be involved in the life of the school.
• Maintain communication with teachers, support staff, families and students.

The student well-being and support staff are expected to:
• Provide support to students and fellow staff when required.
• Maintain positive relationships with students, fellow staff members and families.

Parents/Carers are expected to:
• Support and provide care to their children who attend the school.
• Co-operate and maintain positive communication with members of the staff.
• Provide positive encouragement for the children about their outcomes.
• Ensure their children are attending school
• Provide support to their children when they are required to complete tasks at home
5. 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 student participation in the development of classroom and whole school expectations
• providing personalised learning programs where appropriate for individual students
• consistently acknowledging all students
• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

• understanding the student’s background and needs
• ensuring a clear understanding of expectations by both students and teachers
• providing consistent school and classroom environments
• scaffolding the student’s learning program.

Broader support strategies will include:

• involving and supporting the parents/carers,
• involving the student wellbeing coordinator, managed individual pathways or careers coordinators
• tutoring/peer tutoring
• mentoring and/or counselling
• 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 experiential learning, work education, camps/outdoor education/creative arts
• involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, the procedures listed in section 4.3 of the DEECD guidelines are to be used.

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

Consequences which may be used prior to suspension include:
• Withdrawal of privileges

• Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

• Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

• Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Teachers, School Support Staff and the Principal will use a range of actions and consequences to promote positive behaviour and discourage negative behaviours. Our school actions and consequences include:

• Friendly Schools and Families Raffle to reward friendly interactions between students at recess and lunch

• Positive classroom rewards – house points throughout school, house points announced weekly at assembly.

• Student of the Week – from each class, one student weekly to receive certificate at assembly, parents invited.

• Super – Kid, each term one student from each class, to have a special lunch with the Principal

• Children sent to Principal to show good work involving extra effort

• Staged consequence response policy in place for poor classroom behaviour (time out, behaviour contracts, suspension, expulsion)

• School newsletter to include names of all Students of the Week and Super Kids, plus cumulative house point total.

• Class newsletter once a term to include upcoming events
## References

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