

STUDENT WELLBEING AND ENGAGEMENT

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Murrumbeena Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Shared Expectations
6. Rights and Responsibilities
7. Student rights and responsibilities
8. Parent/ Carers rights and responsibilities
9. Teachers rights and responsibilities
10. Student behavioural expectations
11. Engaging with families
12. Evaluation

POLICY

1. SCHOOL PROFILE

Murrumbeena Primary School has a strong basis of tradition and excellence within the school community which covers the areas of Murrumbeena, Carnegie, Hughesdale and East Malvern. Most parents are involved in professional occupations, and they have high expectations for their children's achievements. The school has a stable enrolment of over 540 students, which is supported by a neighbourhood boundary to ensure numbers do not exceed existing accommodation facilities. The socio-economic status of our school is mainly in the mid economic bracket and the majority of our parents have a tertiary level of education. The school has low numbers of families receiving the Educational Maintenance Allowance (EMA) however our numbers of students from Non English Speaking Background (NESB) is increasing. We currently have 11 students on the PDMS system with 5 integration aides supporting their learning.

An upgrade of school buildings was completed in 2005 which has provided new learning and teaching areas which focus on catering for the needs of individual students and cooperative working groups. Workspaces for teachers also facilitate cooperative team planning and sharing of ideas. All spaces are heated and air conditioned. In 2017, government funds were obtained to develop and enhance the school gardens across the front of the school.

A broad curriculum, supported by specialist teachers in the areas of Digital Technologies/Library, Physical Education, Art, Music and Japanese, focuses on catering for individual learning styles and abilities. The school has a professional, stable and dedicated staff. Over recent years, a number of graduate teachers have been employed to complement the highly experienced teaching staff. All teachers work in supportive teams to ensure provision of a challenging individualised curriculum based on the Victorian Curriculum.

A strong emphasis on ICT has included the introduction of bring your own device (BYOD) for the year 5 students with the aim of introducing this program to year 6 in 2020. The majority of classrooms now have new interactive smart screens and new laptops and ipads which are shared across each year level.

The grounds and facilities are well established. The most recent developments have included landscaping the front of the school, security fencing around the site and the installation of a synthetic grass surface incorporating a running track, to replace our grassed school oval. The new developments have ensured our playgrounds can be used in all weather, even during periods of drought, and following heavy rains. There are 3 adventure playgrounds and 4 sandpit areas, one doubling as a long jump pit. Landscaping has ensured that areas have been provided for both passive and active recreational facilities.

2. SCHOOL VALUES, VISION AND PHILOSOPHY

Our school's mission or purpose is to provide exemplary teaching, with rich engaging learning experiences. This fosters an environment where students' curiosity flourishes. Students learn in partnership with the school to develop self-belief and ownership of their learning. The school provides opportunities for students to be challenged and become life-long learners in a global society.

Murrumbeena Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our vision reflects that of the the International Baccalaureate® which 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'

VALUES

Murrumbeena Primary School's values align with the guiding principles of International Baccalaureate Primary Years Programme (IBPYP).

We encourage students to demonstrate the attributes of the learner profile: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective. We acknowledge the importance of being internationally minded and developing positive attitudes towards people, the environment and learning, with the view that this will result in positive action.

At Murrumbeena Primary School we will uphold the following values:

- Respect; for ourselves, others and our environment.
- Responsibility; for our learning, our behaviour and our belongings.
- Relationships; displaying care, compassion, and cooperation when working and playing with others.
- Resilience; displaying persistence and courage when embracing challenges and exploring capabilities.

3. ENGAGEMENT STRATEGIES

A positive and supportive school culture

Murrumbeena Primary School aims to provide a safe and supportive community of lifelong learning where respect, fairness, diversity and pride are valued by all. We have a school culture which supports our students to attend school, participate in their classes to a high level and enjoy their learning. The school, together with the community, provides a depth of activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Student participation and voice is intrinsic within student learning through Junior School Council, student led assemblies, buddies program, performing arts and opportunities for further involvement and contributions are encouraged through a wide variety of school-based activities.

Murrumbeena Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal- Tier 1

Tier 1- a focus on Universal behavioural and academic supports for all students. Here the focus is on prevention of behaviour problems, providing early intervention for those at risk and creating positive learning environments across all setting in the school.

Research has shown that approximately 80 – 85% of students will respond to proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell and Ritcher, 2006)

PROMOTION OF PRO-SOCIAL VALUES AND BEHAVIOURS

Students at Murrumbeena PS are taught through the Victorian Curriculum ‘Personal and Social Capabilities’ how to care and support each other, as well as to respect everyone’s individual differences. The whole-school focus of our social skilling and promotion of pro-social values, international-mindedness and behaviours is through our PYP program and Essential Agreements. Students are also recognised for their contributions and talents in the visual and performing arts, ICT, sport and for their endeavours with our sustainability focus.

Through the PYP we want our students to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

A range of programs and activities are in place:

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma.

There are explicit guidelines and consistent expectations for appropriate behaviours both in the playground and classrooms including:

- Explicit teaching and consistent follow up of high and consistent school expectations of all students
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers, communicating our high expectations of them and being responsive to parents as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Murrumbeena Primary School use an inquiry framework with a consistent instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Giving appropriate feedback and feeding forward about unproductive behaviours
- Filtering behaviour in terms of curiosity, development, age, gender, individual needs and being flexible to allow for unforeseen circumstances or children with needs
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school concert, athletics, and peer support programs

- All students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers and National Day of Action Against Bullying
 - Safe Schools
 - programs, incursions and excursions developed to address issue specific behaviour (i.e. anxiety management programs)
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - eSmart
 - Peer Support
 - Peer Mediation

Communication

We hold regular weekly whole school assemblies that promote student achievement and are very well attended by our parents and school community.

Channels of communication exist between parents, staff and students through the school newsletter, the school’s website, COMPASS notifications, information evenings, Prep transition sessions, specific year level newsletters and memos and parent invitations to view the work undertaken through a ‘unit share.’

Good communication and consultation between members of staff is highly valued, our staff and their teams are very supportive of each other and our staff surveys and audit of our current wellbeing structure reflects the perception that at MPS there is a good support hierarchy with a dedicated staff member (Assistant Principal) in a clearly defined wellbeing role.

Staff utilise a wide range of strategies with students to support our positive school culture including:

- PYP Essential Agreements and explicit teaching of the learner profiles
- Praise/encouragement (verbal/non-verbal/written- feedback)
- House point system
- Public displays of work (classroom, corridors, library)
- Individual class or year level awards
- Class meetings/ Circle Time
- Term ‘Citizenship Award’
- Class responsibilities (messenger, library monitor, canteen)

- Phone calls, emails or communication to parents
- Sharing work with others (Principal, AP, other year level classes)
- The election of School, House and Leadership Captains
- Representation from each class on the Junior School Council
- Celebrations (birthdays, ‘outside’ achievements)
- Articles in the school newsletter
- Value Bear – to the class demonstrating the school values
- Buddies program
- Leadership programs – empowering students to identify engagement strategies and run programs (eg. year 4 ‘Play program, year 5 Peer Mediators and Year 6 Peer Support).
- Restorative Practices
- Drug Education/ Life Education
- Respectful Relationships
- Young Leaders Program

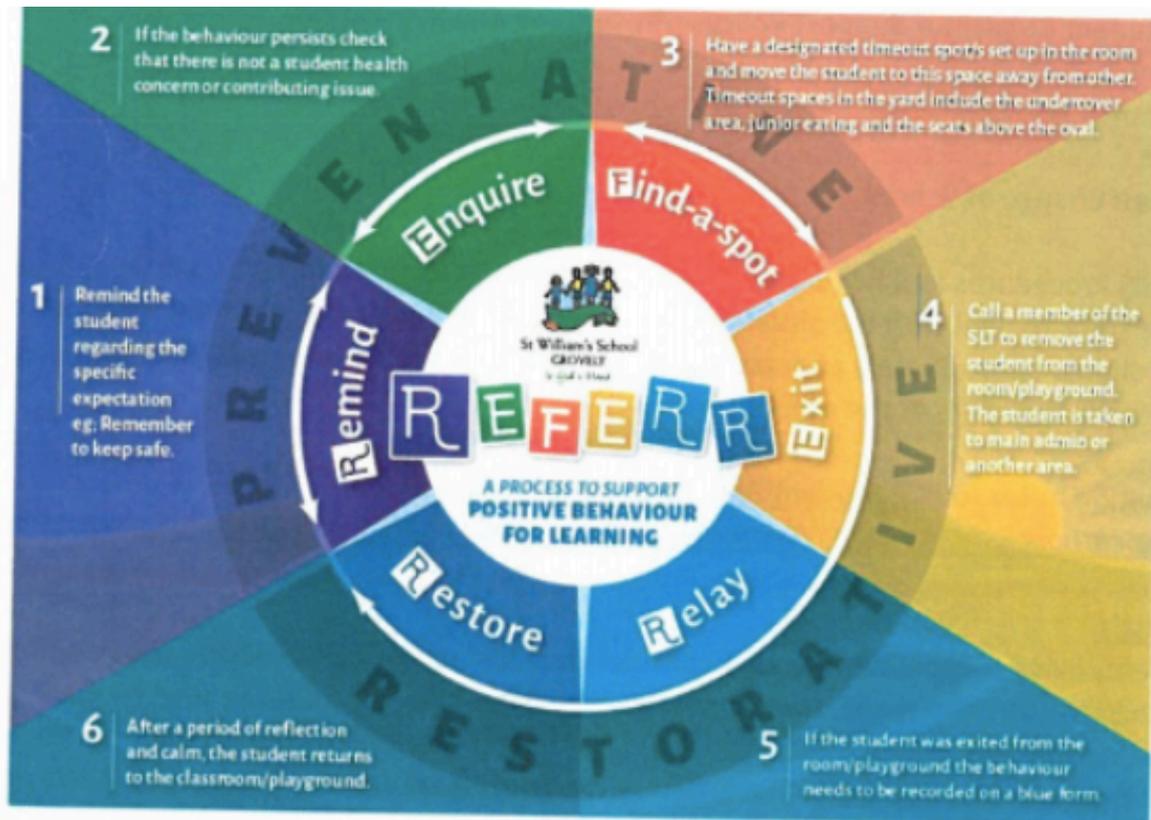
Targeted- Tier 2

Tier 2 – focus on students who continue to display problem behaviour even with the Universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skills instruction, academic supports and self management strategies (Sailor et al., 2013)

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving school support staff, specialist staff or outside agencies. Communication between parents/caregivers and staff will take place before, during and after supports are implemented.

Some of the targeted interventions at Murrumbreena Primary School are:

- Students with special needs are supported through SSG’s (Student Support Group) meetings and their individual learning is monitored through ILP’s. We have access to a Regional SSSO (educational psychologist and speech therapist) and all students who have been referred by parents and teachers are assessed and supported with the appropriate interventions, treatments or recommendations
- Adjustments to Curriculum and monitoring of this through the NCCD (National Consistent Collection of Data- for students with a disability).
- Our student wellbeing committee (a representative teacher at each level) meets regularly and teachers discuss wellbeing issues and may refer students to Assistant Principal/Principal or whole staff discussion.
- Reflection Room and Restorative Practices Approach – support to individuals through a restorative chat (in the reflection room) to reflect on the undesired behaviour and identify positive strategies to solve problems and whether further support is required.
- A school wide consistent approach to managing undesirable behaviour (eg. classroom Traffic Light with REFERR system)



The REFERR model is a guide for teachers to use when responding to unproductive student behaviour. The model uses a proactive, preventative approach to problem solve with the student followed by a restorative process to ensure relationships are restored. Feedback is given to students about expected behaviours. Feed forward is used to respond to unproductive behaviours as a teaching opportunity for the teacher involved and a learning opportunity for the student(s).

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Restorative Justice

* Dialogue to manage conflict.

To the person who has done harm:

Can you tell me what happened?
What were you thinking at the time?
What have you thought about since then?
Who do you think has been affected by your behaviour?
How do you think they have been affected?

To the person who has been affected:

What was your reaction at the time of the incident?
How do you feel about what happened?
What did you think at the time?
What have you thought about since?
How have you been affected?
What has been the hardest thing for you?

To the person who has done the harm:

Is there anything else you want to say?

To each person:

What would you like to see happen to repair the harm?
Is this fair?
Is this realistic and achievable?

To both people:

Is there anything else you would like to say?
I would like thank you for the way we worked through the is

Major behaviours result in a referral to School Leadership because of their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour.

BEHAVIOUR AND CONSEQUENCES

ACTION (with examples)	CONSEQUENCES		
	Step One	Step Two	Step Three
Physical <ul style="list-style-type: none"> Rough play Tackling Pushing students in line Drawing on self or others Spitting Biting Throwing objects inappropriately Hitting (Straight to Step 3) 	<ul style="list-style-type: none"> Reminder of protocols and expectations Ask student, "How can we make this right?" Reflection Time Move to a different area Apology 	<ul style="list-style-type: none"> Time with Yard Duty teacher Community service Reflection Room 	<i>Restorative Justice</i> <ul style="list-style-type: none"> Time at the Office Office: Phone call and Parent Meeting Classroom Teacher informed
Verbal <ul style="list-style-type: none"> Disobedience Swearing Dishonesty Bullying (Step 2) Harassment (Step 2) 	<ul style="list-style-type: none"> Reminder of protocols and expectations Ask student, "How can we make this right?" Reflection Time Move to a different area Apology 	<ul style="list-style-type: none"> Time with Yard Duty teacher Community service 	<i>Restorative Justice</i> <ul style="list-style-type: none"> Time at the Office Office: Phone call and Parent meeting Classroom Teacher informed
Cybersafety <ul style="list-style-type: none"> Misusing devices (iPad or laptop) Inappropriate use of Mobile Phones Inappropriate use of Web/Email (Step 2) Cyberbullying (Step 2) 	<ul style="list-style-type: none"> Reminder of protocols and expectations Reflection 	<ul style="list-style-type: none"> Privileges revoked 	<i>Restorative Justice</i> <ul style="list-style-type: none"> Time at the Office Office: Phone call and Parent meeting Classroom Teacher informed
Respectful Behaviour <ul style="list-style-type: none"> Littering Out of Uniform Misuse of Equipment Out of bounds Stealing Vandalising/Damaging school property Deliberate undermining of teachers/manipulating others 	<ul style="list-style-type: none"> Talk / Warning Reminder of protocols and expectations Reflection Time Ask student, "How can we make this right?" 	<ul style="list-style-type: none"> Recorded Time with Yard Duty teacher Privileges revoked 	<i>Restorative Justice</i> <ul style="list-style-type: none"> Time at the Office Office: Phone call and Parent meeting Classroom Teacher informed
At teachers discretion to escalate beyond initial Level	Step 4 consequences for all actions: Suspension / Expulsion procedures as per DET guidelines.		

Individual- Tier 3

Tier 3 – the third level of support; is intensive or individualised (approximately 2 – 5% of students) . These students will require highly individualised behaviour support programs based on comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Murrumbeena Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- considering if any environmental changes need to be made, for example changing the classroom set up
- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator
- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Crisis Management Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- Lookout

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Murrumbeena Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Murrumbeena Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- Attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Reflection Room and Yard duty reports

5. SHARED EXPECTATIONS

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Murrumbeena Primary School's expectations include:

- 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

The values of Murrumbeena PS are demonstrated by the following shared expectations and behaviours:

Expectations of our staff:

Engagement

The school leadership team will:

- Uphold the right of every child to receive an education and ensure accessible educational provision for all students
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Collaborate with the Murrumbeena PS community to develop policies and procedures consistent with its values and aspirations and DEECD guidelines

- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Support classroom teachers and provide guidance to them
- Offer support to students and teachers through the student wellbeing program and the guidance officer
- Ensure provision of appropriate student services
- Ensure development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

The teachers will:

- Share knowledge and information in a learning environment to reflect and improve on practice and develop flexible pedagogical styles to engage different learners
- Set clear expectations of what is expected, being fair and consistent and follow through and develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice and choices by developing a positive school culture in and outside the classroom.

Attendance

In compliance with DET procedures MPS staff will:

- Promote regular attendance with all members of the school community, be on time and be available for extracurricular activities
- Keep regular records
- Communicate with parents
- Follow up on student regular absences

6. RIGHTS AND RESPONSIBILITIES

6.1 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.

6.2 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
- gender
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

6.3 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 Department of Education and Training (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

6.4 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 (DDA) 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 a 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.

7. STUDENT RIGHTS AND RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school’s Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • participate fully in their education • feel safe, secure and happy at school • learn in an environment free from bullying, harassment, violence, discrimination or intimidation • express their opinion, issues and thoughts in an environment where they feel valued and one that enables them to develop their thinking and understanding (student voice) 	<ul style="list-style-type: none"> • participate fully in their educational program • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community • respect the right of others to learn. • take greater responsibility for their own learning and participation as members of the whole school community. As students progress through school they will be encouraged and supported. 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 who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

8. PARENTS/CARERS RIGHTS AND RESPONSIBILITIES

Parents/carers have the right to expect:	Parents/ carers have the responsibility to:
<ul style="list-style-type: none"> ▪ their children will be educated in a secure, safe environment in which care, courtesy and respect for the rights of others are encouraged • they are able to communicate freely with teachers • to be included and involved in the school community • to receive accurate information about their child • to have an informed say in school matters • to participate in school programs as appropriate • that their children are learning at school 	<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 • ensure their children are punctual • 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 • reinforce our school’s expectations • support school programs and our curriculum • treat staff, students and other parents with respect • actively participate in their children’s learning • keep their child safe

9. TEACHERS RIGHTS AND RESPONSIBILITIES

Teachers have a right to:	Teachers have the responsibility to:
<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 • work in a safe, supportive and inclusive environment 	<ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the wellbeing and 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

	<p>learning</p> <ul style="list-style-type: none"> • provide leadership in the school's expectations
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10. STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Murrumbeena Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Murrumbeena Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate (Outside: Yard duty record and Classroom: REFERR model applied through classroom Traffic Light system)
- withdrawal of privileges
- referral to the Year Level Coordinator or School Wellbeing Coordinator
- restorative practices
- reflection room
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

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

Corporal punishment is prohibited in our school and will not be used in any circumstance.

11. ENGAGING WITH FAMILIES

Murrumbeena Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making (eg. School Council, subcommittees, surveys)
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

12. EVALUATION

Murrumbeena Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Disability Standards for Education	https://www.education.gov.au/disability-standards-education-2005
Inclusion and Diversity	https://www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx
Charter of Human Rights	https://www.humanrightscommission.vic.gov.au/human-rights/the-charter
Equal Opportunity	https://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx
Education and Training Reform Act 2006	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/575C47EA02890DA4CA25717000217213/%24FILE/06-024a.pdf
VIT Teacher Code of Conduct & Ethics	https://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics
Child Safe Standards	https://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafe.aspx

Bullystoppers	https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx
Headspace	https://headspace.org.au
Safe Schools	https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2

Related school policies include:

Attendance

Bullying Prevention

Child Safe Standards

Code of Conduct

Equal Opportunity

eSmart (includes cyberbullying)

Inclusion and Diversity

Statement of Values and School Philosophy

REVIEW CYCLE

This policy is scheduled for review in a 2 - 3 year cycle.