Bridgewood Primary School

Student Engagement and Wellbeing

Policy

This policy is to be read in conjunction with the Child Safety and Wellbeing Policy updated in 2022.
Child Safety and Wellbeing Policy

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.

Bridgewood 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.

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School Profile and Context

Bridgewood was established in 2017 for a 2018 opening. The primary school also has an integrated child and family centre under roofline. There are also consulting rooms which house Maternal and child Health nurses and other allied health professionals that support the local Bridgewood community. he site also has on site

psychology services for students and their families. In 2018 there were 232 students enrolled at the February census date and there are currently around 430 students as of November 2019. Bridgewood has two significant partners who operate services on the site, Cardinia shire and Our Place. The kindergarten programs are delivered on site by Early Childhood Management Services who were commissioned by the Cardinia Shire.

The school actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/carers to establish fair and respectful wellbeing and behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address welfare or behaviours concerns which can impact on the learning environment of the every students.

The school sets high standards for students both academically and social/emotionally. Mutual respect is the key to building strong working relationships between staff, students and the wider school community. The staff are committed to working closely with all key stakeholders to ensure positive student engagement and wellbeing for all students.

The school appreciates its diverse student and parent population, and has measures in place to be inclusive of all students and equal access for all to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our wellbeing program is tailored to address students' personal and social learning at various developmental stages of their education. Our Wellbeing Team and the Assistant Principals through the Program for Students with Disabilities provides vital assistance and support to students with learning challenges and/or disabilities both in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, House and School Captains and peer support mentors. Student voice in their learning is a noted feature of the wellbeing programs in the school.

The school uses interpreters where appropriate to assist parents/carers to engage in the learning progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and input.

Student wellbeing (social, emotional and cognitive engagement) is addressed strategically and in various ways. At risk students are supported by our Wellbeing Team which includes the DET principal class and psychologist, education support staff, the health nurse and school social worker. External agencies as well as consultants within the school setting work with students and families on a more targeted and individualised level to address concerns and support the social and emotional development of students with increased need for support.

When relationships break down between members of the school community, we use a collaborative and support approach to build positive relationships and addressing concerns in order to restore and rebuild academic and social focus. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our leadership team. (Refer to our Attendance Policy).

The school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Fundraising Association in our efforts to build a sense of community.

School values, philosophy and vision

Bridgewood'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, courage and honesty at every opportunity.

Our school's vision is to improve the outcomes of every child every day.

Engagement strategies

Bridgewood 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 strategies to promote positive behaviour and inclusion:

- high and consistent expectations of all staff, students and parents and carers
- 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 and being responsive to them 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 use the Bridgewood instructional framework 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 work collaboratively in a PLC model and have collective responsibility for the students they teach.
- specialist teachers also work in a PLC model
- teachers are referred to as Mentors at Bridgewood
- 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
- 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
- monitor 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 Student Lighthouse Team and other forums including year group meetings and House Meetings. Students are also encouraged to speak with their mentors, Learning community Administrator, Assistant Principal and Principal where they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- buddy programs, peers support programs

Targeted

Each year group has a Learning Community Administrator responsible for their LC, who monitor the health and wellbeing of students in the LC, and act as a point of contact for students who may need additional support

- There is a designated Koorie contact for all students in the school who connects all Koorie students with a Koorie Engagement Support Officer and supports the establishment and review of Koorie ILPs.
- There is a designated wellbeing coordinator responsible for 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, mentors or other school staff each year

Individual

In additional to school based targets for individual students there are those strategies included in the Department's School Policy Advisory Guide.

- Student Support Groups, see:
  http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Bridgewood 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
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  o school-based wellbeing supports
  o Student Support Services
  o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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:
  o with a disability

o   in Out of Home Care
o   Koorie students
o   other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Bridgewood 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. At Bridgewood we 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 outside agencies as support for their programs

We have a dedicated team responsible for overseeing the Program for Students with Disabilities.

2.   Rights and Responsibilities:

It is the right of all members of the school community to experience a safe, pleasant and supportive teaching and learning environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.
Teachers also have the right to be informed, within privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.
Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviour demonstrates respect for themselves, their peers, their teachers and all other members of the school community.
Parents/carers have a responsibility to take an active interest in their child's educational progress, to model and reinforce positive behaviours and to ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and to engage in regular and constructive communication with school staff regarding their child's learning.
Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, to know the content they teach, to know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and to use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.
All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers/Staff
Engagement	Demonstrate ● ***preparedness*** to engage in and take full advantage of the school program ● Right to feel safe, secure and happy at school ● learn in an environment free from bullying, harassment, violence, discrimination or intimidation ● express their ideas, feelings and concerns. ● effort to do their very best ● Respect the rights of others ● ***self-discipline*** to ensure a cooperative learning environment and model the school values ●	● Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs ● Support their child in their preparedness for the school day and in the provision of a supportive home environment ● Monitor their child's school involvement and progress and communicate with the school when necessary ● Are informed and supportive of school programs and actively participate in school events/parent groups	● The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students ● The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: ● attend and be punctual for all timetabled classes every day that the school is open to students ● be prepared to participate fully in lessons ● bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: ● ensure that enrolment details are correct ● ensure their child attends regularly ● advise the school as soon as possible when a child is absent ● account for all student absences ● keep family holidays within scheduled school holidays ● Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	DET procedures The school will: ● Proactively promote regular attendance ● mark rolls accurately each lesson and follow up on absences ● Identify trends via data analysis ● Report attendance data in the school's Annual Report ● Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	Students are expected to:	Parents/Carers are expected to:	The school will deliver:

	- take responsibility for their learning and have high expectations that they can learn - take responsibility for their behaviour and its impact on others - model the schools core values of safe, respectful and active learning - comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes	- have high expectations of their child's behaviour and an understanding of the schools' behavioural expectations - Communicate with the school in regard to their child's circumstances - Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	- an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours in curriculum content The school will: - employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues The school will: - Consistently apply its Student Engagement and Wellbeing Policy through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognises that: - for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Engaging with families

Bridgewood 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 through School Council and Bridgewood community Voice
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

5.   School Action and Consequences
[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.](#)
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:
- 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 for individual students
- Referring to the Wellbeing Team if concerns arise about learning or behaviour
- Consistently acknowledging all students and taking account for student voice
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision–making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Providing varied extra curricula programs to engage all students in a positive manner – classroom and lunchtime programs will be designed to meet student learning needs such as Lego Club, Cooinda - Bridgewood Friendship Club, lunchtime sporting activities.
- Community partnerships through parent helpers and community activities such as chess club, school productions, Grandparents Afternoons will also engage students with the school.

Inappropriate behaviours, including irregular attendance, will be supported 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
- Engaging in "Restorative Practices"
- Using the Leader in Me to support student leadership development

Broader support strategies will include:
- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Program for Students with a Disability manager and SSSO staff where appropriate
- Mentoring and/or counselling
- Convening Student Support Group meetings
- Developing individualised plans for learning, behaviour or attendance as necessary
- Providing broader educational programs (swimming, camps, educational or sporting programs, intervention programs as necessary)
- Involving community support agencies
- Contact with the Regional Office as necessary

Discipline Procedures – suspension and expulsion
A student may 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 which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Removal from a learning space for personal reflection
- Positive behaviour programs to encourage confidence and compliance with rules
- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Parents/carers meetings to determine a support mechanism to assist students to make better choices.
- Rethink Time: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to Rethink Time.
- In school suspension: Parents will be informed at least the day prior to the in school suspension and
- Out of school suspension: Parents will be informed prior to this happening and work will be sent home to be completed during this suspension. In family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a School Support Group.

When considering suspension or expulsion, the School follows the Department of Education and Trainings procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement and Inclusion Policy Guidelines).

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment for all students, staff and community members. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

<u>*Behaviour unchallenged is behaviour condoned*</u>

Responsibilities of the teachers:
- Involve and engage all students, set high expectations, seek feedback from students
- To be familiar with the School Behaviour Policy and be consistent in its implementation.
- When breaches of School Behaviour Policy occur, mentors must follow protocol. Mentors must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on SIT via Compass.
- *In extreme circumstance, the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Principal Class

The Principal Class is responsible for:
A. **Promotion of Positive Behaviours**:
- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patters of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

B. **Attendance:**
- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan Proforma is completed.

C. **Day to Day Responsibilities linked with Student Behaviour:**

- Developing, implementing and evaluating the School's Student Engagement Policy Guidelines
- Developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- Develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the School's Student Engagement guidelines.
- Supporting staff in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood and adhered to by the Principal, Assistant Principals and the staff

- The Assistant Principals may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:
The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). Whole school practices include:
- 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 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 supported 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
- Engaging in "Restorative Practices"

Broader support strategies will include:
- Involving and supporting the parent/carer
- Involving the Student Engagement and Wellbeing coordinator, the PSD manager and SSSO staff
- Mentoring and/or counselling
- Convening Student Support Group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs
- Involving community support agencies
- Contact with the Regional Office

Appendix B

TEACHER'S VERSION OF THE LEVELS OF CONSEQUENCE
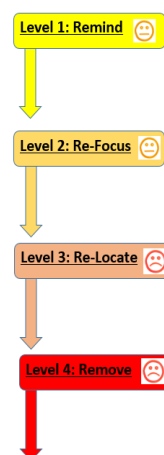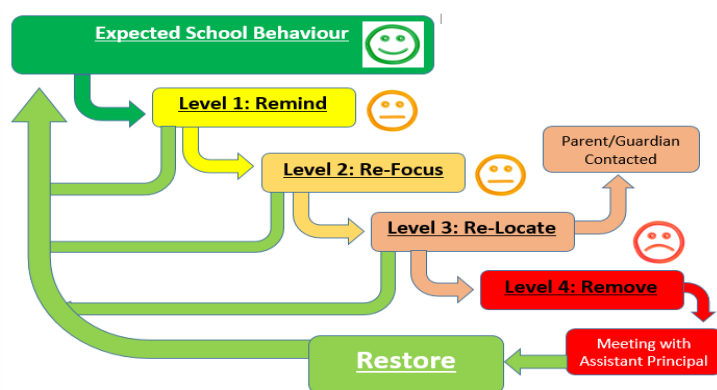
SCHOOL RULES

SAFE, HAPPY and LEARNING
1. We follow all staff instructions with good grace
2. We use good manners when speaking and listening
3. We allow others to learn and play without interference
4. We solve problems calmly fairly and sensibly
5. We keep hands, feet and objects to ourselves
6. We take care of our own and the property of others
7. We play fairly in the correct areas
8. We come to school organised and ready to learn

STAFF RESPONSIBILITY
- Give clear and concise directions and expectations around complying with school rules
- Allow 'take up time' of 3-5 seconds before restating the direction
- Listen to the student voice and try and solve the issue with the students involved
- Refer the student to the 'Levels of Consequence' diagram above
- Move from green to yellow or red as necessary reminding the child or the consequence of their actions

- Seek assistance by removing yourself toward someone of higher authority of the Principal Class for support

PRINCIPAL CLASS
Implement a staged response:
- Speak with all students involved prior to actioning a consequence
- Determine the consequences relevant to the misdemeanour
- Ring and inform parent of misbehaviour in presence of student
- Behaviour sheet actioned for ongoing monitoring of behaviour for two weeks
- Attendance sheet kept if necessary
- Restorative chat with affected parties
- Student Support Group conference as necessary

Possible actions:
Rethink Time
In school suspension
Playground suspension
External suspension

Overall Expectations:
Students must obey all reasonable requests of staff.
Students must never physically or verbally abuse others.
Students must always treat others with respect.
Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
Students must respect the property of others.
Students must bring correct equipment to all classes
Students must work to the best of their ability.

Attendance
- Attendance records will be kept at the school office. Sign in will be via Passtab at the office.
- Students arriving late will be issued with a pass to take to class to show they have signed in at the office.
- Early leavers must be signed out at the office and office staff will arrange for students to be collected at the office.
- Absences of two or more days must be followed up by the classroom teacher.
- All absences must have an explanation of the reason for the absence and this must be indicated on the coding for CASES.
- Concerns with the explanation for an absence must be raised with principal class personnel.

Uniform
- Students must adhere to the school uniform policy requirements. Full uniform is required at all times whilst attending the school site. Some amendments may be made for camps and certain types of excursions such as sporting or swimming. These will be determined at the time of booking and must be approved by the principal.
- Failure to come to school in the correct uniform or without the appropriate learning implements will result in the principal class contacting parents for an explanation or to organise support to rectify the issue.

Health and Safety
- Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person (see harassment/anti bullying policy).
- Students must not use prohibited substances.

- Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy environment.
- In the interest of hygiene students must not spit.
- It is compulsory for all students and staff to wear appropriate footwear at all times.

STAFF
- Challenge behaviours that are against school rules and/or that contravene rights and responsibilities and impose an appropriate consequence
- Make a report to Principal Class if the behaviour continues

PRINCIPAL CLASS
- Contact parents and involve relevant staff in this conversation. Refer to Anti- Bullying and Cyber –Bullying Policies and Guidelines Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.
- Some cases may warrant immediate suspension. Referral to Principal class

Property and security
- Students are to respect all School property
- Students must not enter staff room, offices or lifts unless supervised
- Students must not take rubbish into the yard
- Students must not have the following at school: Liquid paper, chewing gum
- Students must return borrowed school material on time
- Students must leave school bags in classrooms
- Classrooms must be left neat and tidy
- Students must take care of their own and the property of others including the school's property

STAFF AND PRINCIPAL CLASS

Challenge behaviours around rights and responsibilities and impose consequence.

Whole School Prevention Statement
Whole school prevention has a multifaceted approach at Bridgewood Primary School. Programs have the approval of School Council, students and the community through the Strategic Plan and Annual Implementation Plan.
School values are: Respect, Courage and Honesty
A wide variety of curriculum initiatives have been implemented to engage students and extend their social competencies. Curriculum initiatives that have been designed to prevent behaviour issues are:
Investigative Learning P-6 (PACE)
Leadership - School and House Team captains and vice captains
Awards – Merit Certificates, House/Team Shields
Information and Communication programs include ipads, interactive white board, student emails etc
Lunchtime Programs – Sporting competitions, ICT, games, Chess, drama club etc
BRIMCO concerts and specialist expos, sporting events, parent nights/afternoons

Implementation:
- Student Welfare is a shared responsibility between school, home and the community.
- The school will appoint the Principal Class and Primary Welfare Coordinator to coordinate student welfare across the school.
- DET –Psychologist and Speech pathology visit on a weekly basis

- We pride ourselves on having a strong student welfare and integration program to support student needs.
- Intervention and extension programs exist to support student learning
- Learning is personalised based on objective assessment of needs.
- The school adopts a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode.
- The school implements welfare support structures and programs which prioritise and address the needs of individual students or the school as a whole and that help implement the aims of the policy

Rights and Responsibility

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone is treated with respect and dignity.

Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:
- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights. All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:
- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

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

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:
- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:
- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Bullying and harassment
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
Examples of cyber bullying behaviour are:
● teasing and being made fun of
● spreading of rumours online
● sending unwanted messages
● defamation.

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

● The effects of harassment or bullying include
● Poor health – anxiety, depression
● Lower self esteem
● Reduced study performance
● Missed classes, social withdrawal
● Reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)
They include:
● Offensive staring and leering.
● Unwanted comments about physical appearance and sexual preference.
● Racist or smutty comments or jokes.
● Questions about another's sexual activity.
● Persistent comments about a person's private life or family.
● Physical contact e.g. purposely brushing up against another's body.
● Offensive name calling.

Explicit: (obvious)
They include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.
- Behaving safely online means:
- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

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

Education and Training Reform Act 2006

The main purpose of this Act is to reform the law relating to education and training in Victoria by providing for a high standard of education and training for all Victorians.

In particular this Act makes provision for or with respect to-

(a) the years of compulsory schooling and the options available;

(b) vocational education and training, technical and further education, adult community and further education, and other post-compulsory education and training;

(c) the establishment and regulation of Government schools and the
    regulation of non-Government schools and home schooling;

(d) the establishment and regulation of post-compulsory education
    institutions and providers;

(e) the development and accreditation of courses and the issuing of
    qualifications;

(f) the recognition, regulation and promotion of the teaching profession;

(g) the employment in the teaching service of Government school teachers
    and other persons;

(h) the monitoring, planning and development of the provision of education
    and training;

(i) the repeal and re-enactment of various Acts relating to
    education and training.

Shared Expectations

Schools have the responsibility to provide an educational environment that ensures that all students are valued, cared for, feel connected and can engage effectively in their learning in line with the school's values.

At Bridgewood Primary School we work collaboratively to ensure that students are equipped with the knowledge and skills they need to be successful in everyday life. We do this through employing an engaging curriculum, strategic monitoring/assessing and clear and regular communication with parents. Parents are welcome in the school and in classrooms to support school programs in a variety of settings. Students are encouraged and supported to take responsibility for their own learning and growth through setting goals, managing their own resources and reporting to parents through Parent Teacher Interviews. We acknowledge and showcase achievements in all curriculum areas through community celebrations, assemblies and special events.

Bridgewood Primary School has shared expectations for the principal, teachers, school staff, students and parents/carers. These shared expectations take into consideration behaviour, attendance, participation, resources, relationship building, the physical environment, curriculum, provision of support and partnerships. Our shared expectations aim to be consistent, fair and positive, supported by procedures and programs to ensure success. They are linked to appropriate actions and consequences.

Expectations of students include:
- Treat peers, teachers, school support staff and members of the school community with respect and acceptance.
- Follow all seven school wide rules
- Support their end of the Home/School Partnership Agreement
- Ensure that Primary School is a place where people feel 'Safe, Happy and Learning'

- Be punctual and regularly attend school.

- Be an active and enthusiastic participant.

- Be a responsible and organised learner.

- Ask for assistance and support when necessary.

- Be responsible and take care of school resources.

- Offer support and assistance to peers, teachers, school support staff and members of the school community.

Expectations of teachers include:
- Act professionally in all situations

- Ensure students are 'Safe, Respectful and Learning'

- Ensure all eight school rules are followed and apply the Levels of Consequence a necessary

- Listen to students and value their contribution.

- Make sure every student has equal opportunity to participate in an accepting and caring environment.

- Understand the individual needs of students and accommodate those needs.

- Provide a wide range of resources to engage students.

- Ask for student input into the curriculum and class environment.

- Be approachable and confidential when listening to parent concerns regarding their child.

- Build positive relationships/connections with members of the school community.

- Accessible and available support at any time of the school day.

- Maintaining trust and confidentiality.

- Show understanding and a caring attitude.

- Following the Teachers Code of Conduct - VIT

Expectations of the principal include:
- Act professionally in all situations

- Ensure the school is financially viable, manage resources and curriculum

- Provide leadership and clear expectations to students, teachers, school support staff and members of the school community.

- Support their end of the Home/School Partnership Agreement

- Ensure staff and students have the resources and equipment to assist them in the process of teaching and learning.

- Ensure the curriculum of the school takes into account the individual needs of students.

- Encourage and value parents' participation in school activities.

- Accessible and available support at any time of the school day.

- Maintaining trust and confidentiality.

- Show understanding and a caring attitude.
- Follow the Teachers Code of Conduct - VIT

Expectations of parents/carers include:
- Ensure their children are punctual and attend school regularly.
- Communicate clearly with the school about the needs of their children.
- Develop a partnership between home and school.
- Promote positive educational and social outcomes for their children.
- Follow the Parent Code of Conduct

School Actions

At Bridgewood Primary School we believe that student engagement, regular attendance and positive behaviours are best supported through relationship based, whole school and classroom practices. Student's individual needs are acknowledged and catered for, rules are fair and democratic and students feel valued and connected to their school and teachers. Processes for student management are clear and administered consistently across the school.

Community consultation through the fundraising group and School Council shall take place when major policy decisions are being made. Consultation process shall allow voice for all stakeholders; staff, students and the wider school community

Discipline: In line with Ministerial Order 625 and DEECD Engagement and Inclusion Guidance 2014
Positive behaviour and achievements are fostered through the following:
- Weekly awards presented at assembly.
- Written and verbal praise.
- Selections of LC leaders LighthouseTeam members
- Leadership opportunities. Eg. School Captains, House Captains, Library/ICT monitors etc.

A staged response shall be used in response to discipline procedures. The Behaviour Rubric provides for appropriate consequences to match discipline issues. In general the staged response shall follow the following guideline: See appendix A
- **Green** Level 1- LC discipline procedures apply
- **Yellow** level 2- Intervention by buddy LC as a withdrawal, mentor teacher to follow up and monitor
- **Red** – Intervention by Principal Class – Parent meeting, suspension followed by IBP monitoring for extended periods of time

NOTE – serious misconduct may skip straight to Red on the Rubric

Positive reward systems such as Bridgewood Gold, silver and blue Star Awards, Leader in Me Awards, Maths Buddy Awards have also been implemented to improve behaviour and prevent absences due to student conflicts. Excursions and incursions, camps and special activity days, volunteer and parent programs are other ways we generate interest in learning at our school. Student learning investigations and passion projects

provide opportunity for appropriate modelling of correct behaviours for school for learning and social interactions.

- The school will also access other services to provide support for students and staff which include: -
  - Psychologist for psychological and academic assessment
  - Department of Human Services case managers and support workers
  - Social Workers to provide services such as counselling, social skills and anger management programs
  - Youth agencies
  - Local parent support groups
  - Relevant DET support staff
  - Relevant community health organisations
  - School Nurse

- Our school will comply with all privacy issues in accordance with current legislation and departmental requirements

Rights and Responsibility

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone is treated with respect and dignity.

Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

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 DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:
- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

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

Shared expectations ensure that all stakeholders understand the Student Engagement and Wellbeing Policy and are consulted on matters pertaining to changes to that policy. Any changes shall engage the school community in discussions and decision making.