



BETHANGA PRIMARY SCHOOL

Student Engagement & Well-Being Policy



**EDUCATING YOUNG PEOPLE TODAY FOR THE
WORLD OF TOMORROW.**

Principal: Rachel Saunders
Document updated March 2020

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

Bethanga Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We promote gender equality and respectful relationships and 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 values.

SCOPE

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

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AT BETHANGA PRIMARY SCHOOL CORPORAL PUNISHMENT IS PROHIBITED.

SCHOOL PROFILE

Bethanga Primary School was established in 1877 and is located 30 kilometres from Wodonga. We have 25 students enrolled from foundation to year 6 and 4 staff members.

Our school is nestled in a rural area, and we are surrounded by a supportive community. Most students that attend our school live locally in Bethanga or Bellbridge. The majority of our students travel to school by bus, those able to walk. Students come from backgrounds that are predominantly English speaking and occupationally diverse. Bethanga Primary School has developed close ties to the local community, and enjoys support from the local shop, Men's shed and Landcare group.

The school community of Bethanga Primary School is committed to nurturing the individual strengths of students, thus enhancing their willingness to learn. The three-way partnership between students, parents and teachers is valued and encouraged as an integral part of the total learning process.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, academically, emotionally and socially.

OUR MISSION

Bethanga Primary School's mission is to provide all students from Bethanga, Bellbridge and beyond with an inspiring and responsive curriculum to promote thinking and encourage curiosity. We nurture individual talents and needs in our setting underpinned by high expectations, quality opportunities and caring personalised attention in order for our children to reach their full academic and social potential.

OUR VALUES

Rapport is a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. At Bethanga Primary School, we use the acronym 'RAPPORT' to remind us of our values.

- Respect** for ourselves, others, property and the environment
- Acceptance** to treat others the way we wish to be treated
- Persistence** we "hang in," when challenged
- Pride** in our self, school and community
- Optimism** being hopeful and having a "glass half full" perspective
- Resilience** positive self-talk and actions assist us to bounce back from setbacks
- Truth** we self-umpire, we do the right thing because it is the right thing to do

Being a part of the community extending beyond Bethanga Primary School is important to us. We are part of a small, rural community. Our school ensures that it has a positive physical presence in the community and engagement in community events to promote our school and build connections with families and locals.

CONNECTIONS

The three-way partnership between students, parents and teachers is valued and encouraged as an integral part of the total learning process. Underpinned by this partnership we strongly develop and promote essential skills in Literacy, Numeracy and Interpersonal relationships. It is our belief that these are fundamental life skills which are core to the development of active, engaged citizens of the future.

At Bethanga Primary School we aim to have:

Students who:

- Accept responsibility for their own learning
- Possess a positive self-image
- Can acknowledge, value and celebrate their own learning and that of their peers
- Are willing to take risks in their learning
- Can transfer and associate their learning to everyday life.
- Strive to do their best and be their best at all times
- Respect themselves and each other
- Are inclusive of others and their opinions
- Are honest to themselves and others

Parents and the School Community who:

- Foster mutual respect and trust between parents and the school
- Are actively involved in a positive partnership with the school in achieving a safe and productive learning environment for all students
- Recognise the importance of the school as a keystone for the life education of its community
- Encourages and values the participation of community members in educational programs at the school
- Are ambassadors for our school always striving to promote it in a positive light.

Teachers who:

- Communicate honestly and openly about educational issues and student welfare concerns
- Are passionate about teaching
- Provide best practice in teaching
- Strive to provide a broad range of meaningful and engaging learning activities to cater for individual learning styles
- Work together as a team
- Network and communicate with the wider educational community and who acknowledge the changing global community
- Are ambassadors for our school always striving to promote it in a positive light.

ENGAGEMENT STRATEGIES

At Bethanga Primary School we believe that student success is a result of a strong, open and supportive relationship between the students, teachers and families. It is this 'learning triangle' that provides the support for individual students and recognises individual achievements and efforts.

As a learning community we are committed to the implementation of school wide positive behaviour management strategies for student engagement, learning and wellbeing that align with our school values and recognise the positive contributions we all make to our school environment.

Engagement Strategies include:

- ✓ High and consistent expectations of all staff, students, 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 data such as attendance, Attitudes to School Survey, parent opinion survey, student management data and school level assessment data.
- ✓ Teachers at Bethanga Primary School use a school developed Curriculum Framework to ensure an explicit, common and shared model of instruction to ensure that evidence based, high yield teaching practices are incorporated into all lessons.
- ✓ 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 when needed.
- ✓ Students have the opportunity to contribute and provide feedback on decisions about school operations through the Junior School Council and other forums including class meetings and school developed attitudes to school survey.
- ✓ Create opportunities for cross-age connections amongst students.

Engagement strategies that support and promote individual engagement 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.
- ✓ The development of Individual Behaviour Strategy Plans to understand not only behaviours but also what may be contributing or triggering these behaviours.
- ✓ Developing Individual Support Plans (ISP) addressing academic, behavioural and attendance issues.
- ✓ Considering if any environmental changes need to be made, for example changing the classroom set up.
- ✓ Referring the student to Student Support Services.
- ✓ Referring the student and their parent/carer to appropriate external supports such as North East Child and Adolescent Mental Health Services (NECAMHS), Child First, Upper Murray Family Care

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

- ✓ Being responsive and sensitive to changes in the student's circumstance, health and wellbeing.
- ✓ Collaborating where appropriate with the support of the student and their family with any external services, agencies, health professionals.
- ✓ Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.
- ✓ Running regular Student Support Group (SSG) Meetings for all students with a disability, in out of home care and with other complex needs that require ongoing support and monitoring.

TEACHING EMOTIONAL INTELLIGENCE

At Bethanga Primary School, children are taught 5 concepts of Emotional Intelligence. Having a deep understanding of these concepts ensures that students have the skills to build a safe school environment and embrace the ups and downs of life and learning. Being emotionally intelligent has the greatest impact on academic outcomes.

Each concept is taught through activities, games and concepts developed by Wilson McCaskill, founder of Play is the Way. This program is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language. The following concepts that students learn, then become our mantras within the school:

1. **The Golden Rule: "Treat others as you would like them to treat you"**
Students learn that if someone is unlike you we seek to understand them.
2. **"Be Brave - Participate to Progress"**
Students learn that, school is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
3. **"It takes great strength to be sensible."**
Students learn that, we do the right thing because it is the best thing to do.
4. **"Have reasons for the things you say and do."**
Students learn that, if you don't know why you are doing something then don't do it because it's most likely wrong.
5. **"Pursue your personal best no matter who you work with."**
Students learn that, we do not come to school to be better than others. We come to school to better ourselves by being able to work with others.

To support students in mastering these skills they also learn to
"Be the master, not the victim of their feelings."

They do this with the help of a "Self-Mastery Checklist."

- Am I doing the right thing or the wrong thing?
- Am I making strong decision or weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teacher to be my boss?
- Is my teacher trying to help me or hurt me?

RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of Students:

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Feel safe and happy at school • Learn • Develop individual talents • Be treated with respect • Develop trust from teachers • Work in a clean and tidy school • Express themselves without ridicule • Work and play without intimidation or disruption 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Attend school every day unless unwell • Make others feel safe and happy • Help others learn • Apply themselves to their learning • Respect and care for the property of their own, others and the school • Keep the school clean and tidy • Respect all staff and students • Be a good ambassador for their school • Take care when travelling to and from school • Support other's in their learning • Wear school uniform at all times

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Feel valued as a person and as an individual • Teach with little disruption • Be shown courtesy and consideration by all members of the school community • Work in a safe and supportive environment • Have the support of all members of the school community • Have personal property respected • To work in a clean and tidy environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently implement all school policies. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning.

Rights and Responsibilities of Parents/carers:

Rights	Responsibilities
<p>Parents and care givers have a right to:</p> <ul style="list-style-type: none"> • Expect that your child will be educated in a safe and happy environment • Be treated with respect by all staff and students • Know that your child will be supported in their learning to the best of the school's ability • Be given accurate information regarding your child's school experiences • Expect that the school environment will be clean and tidy 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students. • Ensure that your child is appropriately dressed in full school uniform daily • Ensure that your child has appropriate food drinks for their school day • Attend and support school activities • Support the school by only representing it in a positive light through social media and interactions in the wider community

SHARED EXPECTATIONS

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

In addition to the school's values (RAPPORT), staff at Bethanga Primary School also align with the Department of Education and Training (DET) values.

LIVING OUR VALUES EVERY DAY



- ✓ Responsiveness: We respond in a timely way with our best work
- ✓ Integrity: We are honest, ethical and transparent
- ✓ Impartiality: We behave in the best interests of the public by making fair & objective decisions
- ✓ Accountability: We hold ourselves and others to account for the work that we do
- ✓ Respect: We value others and accept their differences
- ✓ Leadership: We are genuine, supportive and do the right thing
- ✓ Human Rights: We uphold and respect the rights of others

School 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.

SCHOOL ACTIONS AND CONSEQUENCES

Bethanga Primary School Student Code of Conduct.

Our School Values: RAPPORT	Students demonstrate respect by:	STAGED POSITIVE RESPONSES	STAGED NEGATIVE RESPONSES
Respect	<ul style="list-style-type: none"> Recognising and actively listening to others' ideas Treating other people with dignity Treating other people, belongings and places with consideration Participating in respectful conversations (not beginning or spreading rumours) Following school routines: returning to class when the bell goes 	Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards End of Year Citizenship award.	Indoor consequences: Verbal warning Rule reinstatement Removal from classroom/special activity Loss of privileges Outdoor Consequences: Restorative conversations Time out sitting on the deck Behaviour reflection sheet Community service jobs within school yard Major breaches or consistently not displaying respect may result in suspension.
Acceptance	Students demonstrate acceptance by: <ul style="list-style-type: none"> Acknowledging and understanding others' beliefs Making students, staff and visitors feel welcome and included Including others in games and activities Helping others in need 	STAGED POSITIVE RESPONSES Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards	STAGED NEGATIVE RESPONSES Indoor consequences: Verbal warning Rule reinstatement Removal from classroom/special activity Loss of privileges Outdoor Consequences: Restorative conversations Time out sitting on the deck Community service jobs within school yard Major breaches or consistently not displaying respect may result in suspension.
Persistence	Students demonstrate persistence by: <ul style="list-style-type: none"> Attending school when well Encouraging learning opportunities Managing distractions and allowing others to learn without interruptions Being a role model to others Completing set tasks 	STAGED POSITIVE RESPONSES Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards End of Year Citizenship award.	STAGED NEGATIVE RESPONSES Indoor consequences: Verbal warning Rule reinstatement Removal from classroom/special activity Loss of privileges Outdoor Consequences: Time out sitting on the deck Restorative conversations Community service jobs within school yard Major breaches or consistently not displaying respect may result in suspension.

Pride	Students demonstrate pride through:	STAGED POSITIVE RESPONSES	STAGED NEGATIVE RESPONSES
	<ul style="list-style-type: none"> Wear full correct school uniform Represent our school positively when on excursions and camps 	Verbal Praise and recognition Use as a role model for others Student of the week awards	Expected to change into spare uniform if available Verbal warning Restorative conversations Exclusion from activities and/or events
Optimism	Students demonstrate optimism through:	STAGED POSITIVE RESPONSES	STAGED NEGATIVE RESPONSES
	<ul style="list-style-type: none"> Displaying a growth mindset Choosing to focus on what's good about a situation and what they can do to make things better. 	Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards	Verbal warning Rule reinstatement Restorative conversations Removal from classroom/special activity Loss of privileges
Resilience	Students demonstrate resilience through:	STAGED POSITIVE RESPONSES	STAGED NEGATIVE RESPONSES
	<ul style="list-style-type: none"> Demonstrating a willingness to learn Being prepared to take risks when learning Challenging themselves to achieve their best performance Concentrating on learning Applying themselves to all school-based activities Recognise that set backs are temporary: through challenge we grow. 	Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards End of Year Citizenship award.	Indoor consequences: Verbal warning Rule reinstatement Removal from classroom Loss of privileges Outdoor Consequences: Time out spent sitting on deck Restorative conversations Behaviour reflection sheet Community service jobs within school yard Major breaches or consistently not displaying respect may result in suspension.
Truth	Students demonstrate truth through:	STAGED POSITIVE RESPONSES	STAGED NEGATIVE RESPONSES
	<ul style="list-style-type: none"> Telling the truth at all times, irrespective of the outcome Encouraging others to tell the truth Including all of the necessary details of an incident and not taking sides 	Verbal Praise and recognition Use as a role model for others Working with a friend Consideration for leadership roles/tasks Special jobs Student of the week awards End of Year Citizenship award.	Indoor consequences: Verbal warning Rule reinstatement Removal from classroom/special activity Loss of privileges Outdoor Consequences: Time out spent sitting on the deck Restorative conversations Community service jobs within school yard Major breaches or consistently not displaying respect may result in suspension.

Bethanga Primary School Staff Code of Conduct

Values	Staff demonstrate these by:
Respect	<ul style="list-style-type: none"> • Modelling respectful interactions with fairness and integrity • Speaking appropriately to students, parents, community members and fellow staff • Allowing opportunities for others to express ideas and opinions without fear or judgement • Modelling attentive, active listening • Being open to the views of others • Tactfully recognising the privacy of others • Treating others as staff like to be treated
Acceptance	<ul style="list-style-type: none"> • Providing a safe and supportive learning environment • Providing engaging and meaningful teaching and learning opportunities that are well planned, relevant and scaffold student learning • Recognising differences and planning students learning accordingly • Guiding and advising Educational Support Staff in the delivery of curriculum for students with additional needs
Persistence	<ul style="list-style-type: none"> • Ensuring students are provided with regular, up to date feedback on their individual progress • Admitting mistakes and taking ownership • Treating staff, students and family members with integrity • Asking for help
Pride	<ul style="list-style-type: none"> • Ensuring students are aware of the roles of staff members and the ways in which they can seek support • Ensuring availability to parents/students in the classroom from 8:45am • Always presenting in a neat and tidy manner • Performing duties as are appropriate to the relevant DEECD standards and expectations • Supervising students at all times within the classroom environment • Completing yard duty supervision expectations as per the current yard duty timetable • Managing student misbehaviour in a planned, staged and consistent manner as per the school guidelines • Supervising and supporting students' personal welfare (ensuring sufficient food is available, personal needs are met) • Promoting the school in a positive way in all verbal and electronic (social media) interactions with the wider community.
Optimism	<ul style="list-style-type: none"> • Promoting and celebrating optimistic practices within the classroom and school yard • Demonstrating and modelling a growth mindset • Providing opportunities for students to mix within and across class levels • Modelling patience and consideration for others • Fostering an expectation of co-operation
Resilience	<ul style="list-style-type: none"> • Empowering students to raise concerns and build personal resilience • Bouncing back from negative interactions with parents or students and working hard with those involved to restore the positive relationship • Planning for the range of learning style, allowing the opportunity to experience success
Truth	<ul style="list-style-type: none"> • Reporting any incidences as per the guidelines for mandatory reporting • Displaying a range of student learning samples • Celebrating individual student achievements • Assisting students to set appropriate individual learning goals.

Bethanga Primary School Community Code of Conduct

Values	Parents and Community Members demonstrate these by:
Respect	<ul style="list-style-type: none"> • Modelling positive interactions and promoting positive outcomes • Valuing themselves as individuals and members of the community • Promoting the following of school rules • Valuing teachers and the highly regarded role they play in your child's life • Never speak negatively to others about staff, students or the school • Showing concern for others by following road rules - especially at drop off and pick up times.
Acceptance	<ul style="list-style-type: none"> • Modelling effective interactions with others • Being accepting of others • Welcoming and interacting with new and existing member of the school community • Acknowledge that the beliefs of others in the school community may differ from your own. • Promoting the development of friendships • Appreciate that all students have individual needs and therefore situations may be handled in differing ways to acknowledge and support these needs.
Persistence	<ul style="list-style-type: none"> • Ensuring regular and punctual attendance by students • Assisting and supporting students to complete set task when required • Encouraging students to seek additional help or support if needed • Sharing important information that may impact positively or negatively on their child's learning • Contacting the school promptly when issues arise
Pride	<ul style="list-style-type: none"> • Ensuring students are well rested, well-nourished and ready for learning in full school uniform • Attending school events when able to • Always presenting the school in a positive light
Optimism	<ul style="list-style-type: none"> • Being involved with the school to promote positive outcomes for their children • Encouraging their children in their endeavours • Recognising achievements of their own children and other students • Being proactive in their children's learning
Resilience	<ul style="list-style-type: none"> • Empowering students to raise concerns and build personal resilience • Bouncing back from negative interactions with teachers or the school and working hard with those involved to restore the positive relationship
Truth	<ul style="list-style-type: none"> • Engaging in effective, truthful two way communication with the school • Provide appropriate information related to student concerns • Do not engage with others representing the school in a negative light by discussing rumours and hearsay.

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 our Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, we 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 the school.

DISCIPLINE PROCEDURES – SUSPENSIONS AND EXPULSIONS

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and pro formas for use in suspension and expulsion procedures.

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

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

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

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

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

EVALUATION

Bethanga 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
- ✓ Incident data
- ✓ School reports
- ✓ Parent opinion survey
- ✓ Case management
- ✓ CASES21
- ✓ SOCS

FURTHER INFORMATION AND RESOURCES

[Department of Education Values](#)

[The Equal Opportunity Act 2010](#)

[Safe Schools](#)

[Disability Standards](#)

[Framework for Improving Student Outcomes \(FISO\)](#)

[VIT Conduct and Ethics](#)

REVIEW CYCLE

This policy was last updated in March 2020 and is scheduled for review in March 2021.