



**Ormond Primary School**

**Student Engagement  
&  
Well-Being Policy**

**Produced in consultation  
with the school community**

**To be read in conjunction with**  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines*

**March 2010**

**Principal: Glenn Butler**  
**School Council President: Stewart Somerville**

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# **ORMOND PRIMARY STUDENT ENGAGEMENT POLICY**

## **1. SCHOOL PROFILE STATEMENT**

Ormond Primary School is well established in the south-eastern suburbs of Melbourne and has a stable student enrolment. The school was opened in 1891. It is proud of its long history and commitment to the education of primary school aged students in the area.

The school has close links with local kindergartens and neighbouring primary and secondary schools through network meetings, collegiate contact, professional development activities and transition meetings.

The current enrolment is 381 students from 269 families. By adhering strictly to our in area zone policy we have been able to accommodate smaller class sizes in P-6. Our student population comprises 191 girls and 190 boys. Our prep students are drawn from five local pre schools and twelve Early Childcare centres. McKinnon Secondary is our closest government secondary school, zoned and highly regarded by parents.

Student enrolments using the three-year trend data indicate that the number of students receiving Education Maintenance Allowance is at a low level, currently at 22 families, and slowly increasing. The number of students with Language Background other than English (LBOTE) remains fairly low level but is also increasing. The majority of students are part of two-parent households. There is low mobility of students and student attendance data in the school level report indicates that our students are absent less than the state mean.

Our demographic data suggests population growth within our school zone will remain constant at around 380. Our population shows a growing diversity in cultural backgrounds and a slight increase of students with English as a second language. Our school comprises of student and family population comprising:

- 10% of students who speak a language other than English at home;
- 4 students supported by the Program for Students with Disabilities.

Ormond Primary School provides a safe and supportive community of life-long learning where respect, diversity and pride are valued by all. Students are encouraged to interact co-operatively and to accept an increasing responsibility for their own learning and behaviour. The School links with community to provide a depth of co-curricular activities and leadership opportunities for students and encourages outstanding performances in the areas of academic achievement, sport and performing arts. In addition students emotional and social development is fostered through a range of programs. Our students are actively engaged in decision making within the school community and the school places high value on the expertise of our teachers and the role of parents as partners in learning.

Ormond Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. The school sees parents as vital partners in the educational process and seeks their active participation in the school. School Council is proactive and highly supportive of educational programs, fundraising and community events.

The school's 2010 staffing profile consists of an aggregate of 33 positions of which 18 are classroom teaching positions, 2 Principal Class Officers and 1 fulltime Visual Arts, and part time Phys Ed, ICT and Reading Recovery specialist teachers and a Korean Cultural aide (LOTE). There is 1 Administration Office Manager and 1 Business Manager and 7 other Education Support staff. The teaching staff break down comprises of 2 Principal Class staff, Leading Teachers, 10 Expert Class Teachers, 4 Accomplished Class Teachers and 6 Graduate Class Teachers. Turnover of staff has been moderate with a blend of graduate and experienced teachers.

## 2. ORMOND PRIMARY SCHOOL PREVENTATIVE SCHOOL CULTURE STATEMENT

Our school community has a commitment to the understanding that today's children are tomorrow's adults. Our focus is to develop the teaching practices and learning environment that reflect this understanding. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: inquiry, collaboration, co-operation, self responsibility and personal development in an environment of challenge and support. This model has enabled the teachers to implement and enrich the many aspects of the Victorian Essential Learning Standards (VELS). They have found that VELS has supported their beliefs and understandings about learning and teaching. In 2006 the school was successful in achieving Performance and Development Culture accreditation.

Our vision is to develop, in partnership with the whole community, an effective, caring and dynamic learning community. That learning community is founded on an educational philosophy centred on the child and grounded in the belief that all students can learn and all students have a right to become effective learners. We believe that we, as the teachers, must also be learners. It is important to continue and strengthen the partnership between staff, the students and their parents if this vision is to be achieved.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of Ormond's approach to prevention is teaching positive behaviours, the use of Restorative Justice Practices and the use of logical consequences to address appropriate and inappropriate behaviour. The school practises a strong Values program and continually reinforces positive behaviours through our Code of Conduct which involves all students, teachers and parents.

The leadership team regularly consult with teachers, students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in Junior School Council (JSC) and the formulation of classroom *Norms* and *Values* associated with behavioural expectations, various student forums such as class meetings and circle time. Students have various opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. Ormond Primary School continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also founded on the belief that student engagement is the basis for learning. To support this, the school leadership team is actively engaged in developing effective classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse individual learning needs. A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and improved teaching and learning practice. An inclusive and engaging curriculum incorporating the DEECD e5 model, VELS and Be the Revolution ensures that teaching and learning practice is in line with the needs of 21<sup>st</sup> Century learners.

### **Prevention Programs**

At Ormond Primary School we work together as a whole school community to ensure a preventative school culture by providing programs and practices including the You Can Do It Program, Stop Think Do, Buddy Program, Year 6 Transition Program, Prep Transition Program, Whole School Transitional Pathways, Reading Recovery, Learning Support, Year 6

Leadership Program, Drug Education Program, Student Led Assembly, House Captains and Whole School Well-Being Overview.

### **Regular Attendance**

Ormond Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

### **Restorative Justice Practices and School-wide Positive Behaviour Support**

Ormond Primary School has introduced '*Restorative Justice Practices*' to encourage engagement, self-responsibility and independence and to build pride and respect in each individual student. This has been extended to the classroom and is the basis for respectful communication, relationships and how to respond pro-actively to behavioural issues.

### **Intensive Literacy and Numeracy**

Ormond Primary School has implemented literacy and numeracy improvement strategies as part of the school improvement agenda outlined in the *School Strategic and Annual Implementation Plans*.

### **Inclusion, Wellbeing & Transitions**

At Ormond Primary School a Transition Program, supported by the Transition Pathways Team was established in 2009 to investigate current practice and make recommendations for improvement of transitions at every year level of the school.

An effective Student Buddy Program has been in place for a number of years and supports our belief in the importance of student mentors.

In 2010 the Ormond Primary School will be reviewing its Parent Participation Policy in line with current research on Parent, Staff and Student Engagement.

A close relationship has been established with a number of support agencies including the Glen Eira Council, The Glen Eira Community Alliance for Early Childhood Education, Alfred CAMHS and Student Support Service Officers (SSSO) staff who actively contributes as members of the school community.

### **Professional Learning**

Teacher Professional Learning is given high priority at Ormond Primary School to ensure that teaching and learning approaches are based on deep level pedagogical understanding and reflective of best practice. Improvement to teaching and learning is supported by modelling of best practice underpinned by current research facilitated by consultant Julie Shepherd (Inquiry /Literacy). In 2010 an Instructional Coach Model will be introduced to support modelling and coaching practices. The leadership team will continue to participate in leadership development programs and ongoing professional learning in DEECD initiatives and school based priorities to support student engagement will continue to be a focus at Ormond Primary School in 2010 and beyond.

### **How we support positive behaviour and relationships**

Ormond Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through pastoral care interviews, reports, newsletters, educational forums, parent-teacher interviews, phone calls and meetings.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a Restorative Justice approach to repair damaged relationships between individuals and groups. Where appropriate Ormond Primary School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used.

**A restorative practice question approach is built upon the following key questions:**

<b>When things go wrong</b>	<b>When someone has been hurt</b>
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li></ul>	<ul style="list-style-type: none"><li>• What did you think when you realized what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>

**A Staged response**

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Student Wellbeing Leader (Assistant Principal), Principal, and Leading Teachers and if necessary the Guidance Officer and all persons affected in the incident. The response will be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required (Student Support Group). Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a further Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community and the completion of an Individual Behaviour Management Plan.

The fundamental concepts of Restorative Practice include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right and seeking to heal and put things right. These fundamental concepts have the relationship and putting it right at its core. Restorative Practice is based on an old commonsense understanding of wrongdoing and the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

### 3. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services. Ormond Primary School's Anti-Bullying Policy has developed Rights and Responsibilities in consultation in with the community and is reviewed and ratified by School Council annually.

<p><b>All Members of the Ormond Primary School community have a right to -</b></p> <ul style="list-style-type: none"> <li>• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</li> <li>• be treated with respect and dignity.</li> <li>• feel valued, safe and supported in an environment that encourages freedom of thought and expression</li> </ul>		
<p><b>All Members of the Ormond Primary School community have a responsibility to -</b></p> <ul style="list-style-type: none"> <li>• acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community.</li> <li>• participate and contribute to a learning environment supports the learning of self and others</li> <li>• ensure their actions and views do not impact on the health and wellbeing of other members of the School community</li> </ul>		
<p><b>All students have the right to –</b></p> <ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment</li> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program that meets their individual needs</li> </ul>	<p><b>All staff have the right to –</b></p> <ul style="list-style-type: none"> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use discretion in the application of rules and consequences</li> <li>• Receive respect and support from the school community</li> </ul>	<p><b>All parents have the right to –</b></p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.</li> <li>• Expect a positive and supportive approach to their child's learning</li> <li>• Expect communication and participation in their child's education and learning</li> </ul>
<p><b>All students have a responsibility to -</b></p> <ul style="list-style-type: none"> <li>• be prepared to learn</li> <li>• explore their full potential</li> <li>• respect the rights of others</li> </ul>	<p><b>All staff have a responsibility to -</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with students as basis for engagement and learning</li> <li>• use and manage the resources of the school to create stimulating, safe and meaningful learning</li> <li>• Treat all members of the School community with respect, fairness and dignity</li> </ul>	<p><b>All parents have a responsibility to -</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with members of the school community</li> <li>• Ensure students attend school and have the appropriate learning materials</li> <li>• Promote respectful relationships</li> </ul>

## **Bullying -**

Bullying is a pattern of behaviour by one person or a group towards others which is designed to hurt, injure, embarrass, upset or cause discomfort. It can be:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Deliberate damage to the person's property or reputation
- Deliberate exclusion from activities
- The setting-up of humiliating experiences.

*(from "Friendly Kids, Friendly Classrooms" by Helen McGrath)*

Bullying is different from simple social rejection, one off aggression/nastiness and mutual conflict.

Bullying is a repeated unjustifiable behaviour that may be physical, verbal and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist. Bullying occurs to some extent in all schools. The effects of bullying on both the student being bullied and the student engaging in the bullying behaviour show a need for intervention in social skills development in young children and the need for the creation of safe environments.

Bullying can be both direct (open and overt) and indirect (covert). Typical examples are physical bullying, practical jokes, name calling, using email, notes and phones to send abusive material, deliberate reputation damage through rumour and exposure, deliberate and repeated social exclusion, property damage etc.

At Ormond Primary School we have a strong commitment to prevent and minimise bullying and putdowns in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment.

## **Cyber Bullying**

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting quite personal information and for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. The term *cyber ethics* refers to a code of safe and responsible behaviour for the internet community. Practising good *cyber ethics* involves understanding the risks of harmful and illegal behaviour online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly.

Recommendations for staying safe while using the internet at home and at school include:

- Talk to an adult immediately if you see something you are not comfortable with.
- Be open and honest with mum and dad about your Internet usage.
- Talk to mum and dad about your different online experiences, the good and the bad.
- Tell mum and dad if anyone online makes you feel uncomfortable or scared.
- Don't give out personal details.
- Use advanced search to narrow results.
- Use internet content filters.
- Don't chat to people you don't know.
- Don't open unexpected email attachments.
- Don't follow email links you are not expecting.
- Don't follow email links that request personal details.
- Use an email junk-mail filter and anti-virus software.

## 4. SHARED EXPECTATIONS

Ormond Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. This process is undertaken at the beginning of each year. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences.

The Ormond Primary School learning community works together to create an environment in which the following qualities are valued and developed. These 'norms' have been co-created to foster an effective learning community.

- Respect – Courtesy, tolerance, valuing, non-judgemental, active listening, safe and valued
- Inclusiveness – Sense of belonging, acceptance
- Friendliness – Humour, fun, enjoyment, warmth and appreciation of people's skills
- Co-operation – Teamwork, trust, sharing
- Open Communication – Active listening, open-minded, sharing
- Trustworthiness and Honesty
- Empathy – Caring, supportive, kindness and compassionate
- Responsibility and Accountability - Professionalism

In practice our norms and values ensure that:

- The classroom is a place where we actively participate and strive for personal best
- The way we behave shows we are proud of our school, ourselves and our family
- We strive for excellence and try our personal best in everything we do
- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect
- We value individual and collective diversity
- We play and work safely at all times
- We take responsibility for our own behaviour understand the logical consequences that follow
- We are responsible for our learning and the learning of others TEAM RESPONSIBILITIES
- We will endeavour to be self-motivated learners
- We take care of our own and others personal property and space

### **Expectations - Staff**

#### **Engagement**

The School will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling.
- 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 Ormond Primary School 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.

That teachers:

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice to develop a positive school culture in and outside the classroom

### **Attendance**

In compliance with Departmental procedures School staff will:

- promote regular attendance by all members of the school community
- monitor and follow up on absences

### **Behaviour**

Ormond Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with enthusiasm and mutual respect. Ormond Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The School will:

- will work to provide an appropriate and engaging curriculum for all students
- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Ormond Primary School will:

- use the Student Engagement policy as a basis for negotiating a class-based set of norms and shared behavioural expectations with students
- teach students social competencies through curriculum content and pedagogical approach;
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary.

### **Expectations - Student**

All students are expected to:

- adhere to the classroom norms and school values;
- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own experiences.

## **Attendance**

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

## **Behaviour**

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful according to their school norms and behavioural expectations
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive School environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the School bullying policy

## **Expectations – Parents/Carers**

### **Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learn by building a positive relationship with the School through attendance at student – parent - teacher meetings, student activities, School celebrations, student support groups and responding to communications including the student dairy in a timely manner

### **Attendance**

- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

### **Behaviour**

- Parents/carers should understand the School's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

## 5. ACTIONS AND CONSEQUENCES

### Appropriate Behaviour

Ormond Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

### Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative justice approach outlined in the **prevention section** and summarised below.

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

### LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p><b>Appropriate behaviour will be recognised by:</b></p> <ul style="list-style-type: none"> <li>• Celebration at assemblies</li> <li>• Reports</li> <li>• References</li> <li>• Newsletters</li> <li>• Leadership opportunities</li> <li>• Positive feedback</li> <li>• The right to represent the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to the student and referring them to the shared expectations</li> <li>• Discussing appropriate behaviours in the classroom</li> <li>• Contact with parents</li> <li>• Making changes to the student's learning program to better equip him/her to behave positively</li> <li>• Implement restorative practices</li> <li>• Conference: Apology</li> <li>• Action to make it right agreed too (may include clean up damage to property)</li> <li>• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future</li> <li>• Counselling</li> <li>• Appropriate behaviours taught and agreed to</li> <li>• Payment for damage sought.</li> <li>• Withdraw privileges;</li> <li>• Withdraw student temporarily from class – Swap Grade</li> <li>• Hold Student Support Group meetings</li> <li>• Give the student 'time-out'– gradual reintroduction using a planned response</li> <li>• Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension; inschool or home, or expulsion.</li> <li>• Create Individual Behaviour Management Plans in consultation with parents, student and teachers</li> </ul>

## **Ongoing Behaviour issues**

Where students exhibit ongoing behaviour patterns as part of staged response, a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour
- **Explicit Teaching of** appropriate behaviours.
- **Monitoring and providing feedback**
- **Time Out allowing** students a "Cooling Off" period
- **Withdrawal** a student may be withdrawn from an activity, class– Swap Grade, camp or excursion or sporting activity due to inappropriate behaviour and or be provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify inappropriate behaviour
- **Wellbeing /Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying the behaviour
- **Court - Yard withdrawal** will be given to a student for seriously compromising the safety of themselves or others and/or continual misconduct. Parents/caregivers will be informed and a further meeting arranged to discuss behaviour or to draw up a Behaviour Plan (where necessary).
- **Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184.

At Ormond Primary School the Student Engagement Policy is reviewed and ratified by the School Council annually to ensure that it is reflective of the learning and teaching needs of 21<sup>st</sup> century learners.

## **References**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>

# At Ormond Primary School we value...

## Honesty

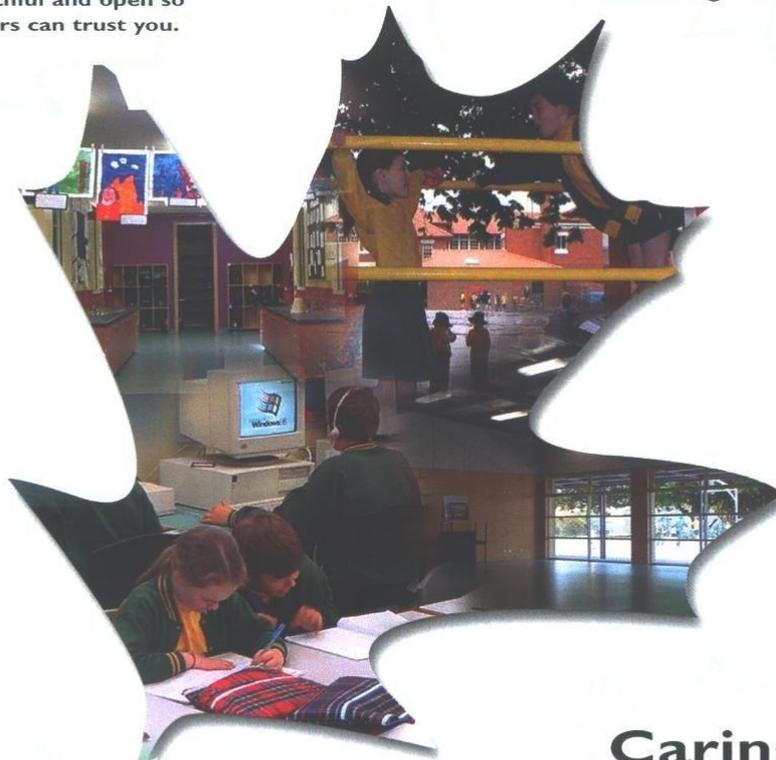
Being truthful and open so that others can trust you.

## Respect

Treating one another with consideration and courtesy.

## Trust

Being able to rely on others to do the "right thing". Being someone who does the "right thing".



## Tolerance

Being fair towards and accepting of other people's beliefs, differences and opinions.

## Quality Learning

Gaining knowledge and skills through educational experiences.

## Caring

Taking an interest in someone and being considerate of their feelings.

# ORMOND PRIMARY SCHOOL

## STUDENT WELLBEING POLICY

### **VISION:**

All children learn best when they feel safe, valued and happy. At Ormond Primary School we are committed to:

- Providing an environment that nurtures personal growth and self-esteem
- Helping children be sensitive to the needs, feelings and rights of other children and to respect and appreciate individual differences
- Providing a framework in which all children are encouraged to develop self-esteem, self-discipline, cooperation and responsibility for their own actions
- Ensure all children regardless of gender, race, disability and religion are treated equally

### **ACTION:**

- Provide a learning environment which celebrates individual and class achievements and enhances self-esteem.
- Encourage students to reflect on and value their efforts and achievements.
- Implement Primary Prevention support programs that build belonging and promote well being -
  - Buddy Program
  - Student of the Week
  - Peer Support
  - Program Achieve
  - Transition Programs
  - Drug Education
- Encourage and support students to become more resilient and to develop assertiveness skills, strengthen coping and reduce risk.
- Develop close partnerships with other professionals, para-professionals and parents to support students with welfare needs eg. Guidance Officer, Speech Pathologist and outside agencies.
- Inform all members of the school community about the school's expectations for student behaviour.
- Ensure appropriate consequences are applied to unacceptable behaviour in line with our whole school discipline plan. Bullying behaviour will not be tolerated.
- Provide for serious and or repeat offenders. Suspension/Expulsion procedures to be implemented as set out in the DEECD Student Engagement Policy Guidelines.

### **REVIEW:**

- Reviewed and evaluated by Education Sub-committee in line with the School's Strategic Plan
- Evaluation based on documentation of
  - Playground monitoring register
  - Class records
  - Co-ordinator's register
  - Principal's register
  - Parent surveys
  - Student surveys
- Staff observation
- Parental feedback and Parent Survey results
- Student feedback and Attitudes to School Survey results

This policy was last ratified by School Council in....

**August 2009**

# *Student Wellbeing and Code of Conduct for Ormond Primary School*

This pamphlet is to help students and their families to understand our school's approach to student wellbeing so as to create a happy and safe learning environment.

It gives a clear, structured explanation of the expected behaviour of school students. It outlines the consequences if that level of behaviour is not maintained.

We have made our school rules based on our shared vision and values to keep everyone safe and happy at Ormond Primary School.

## **Mission Statement**

At Ormond Primary School we provide a safe and secure learning environment that promotes excellence by catering for individual differences whilst developing self esteem and providing for life-long learning.

## **Vision Statement**

To develop in student the skills, knowledge and capabilities needed in order to thrive in a rapidly changing world. A place where students, staff and community members feel happy, safe and valued.

## **Values**

**The values of Ormond Primary School are:**

**Honesty**-being truthful so that others can trust you

**Respect**-treating one another with courtesy and respect

**Trust**-being able to rely on others to do the right thing

**Tolerance**-being fair towards and accepting of other people's beliefs, differences and opinions.

**Caring**-taking an interest in someone and being considerate of their feelings

**Quality Learning**-gaining knowledge and skills through educational experiences

## **Ormond Primary School Rules**

### **1. Be courteous and cooperative to others so we all enjoy our day**

We all have the right to learn and teach

Be cooperative at all times

This means speaking politely and respectfully to everyone at school-no swearing or put downs.

This also means no bullying, teasing or fighting which would spoil someone else's day.

Be friendly and make a real effort to get along with others.

Be responsible for our own actions and to repair any harm our behaviour causes.

### **2. Always do your best**

This means working hard, persisting and always trying to do your best.

Try your best to be organized which will help you with your learning.

### **3. Think safe, act safe**

Everyone has the right to be safe at school, on excursions and at camps. We don't want anybody hurt. Remain in safe open areas where you can be seen.

Walk inside buildings and on stairs.

Stay in school grounds.

Play safely at all times.

### **4. Listen carefully to school staff.**

This means doing what staff tell you to do in class, in the playground, on excursions and camps.

Show respect towards others.

### **5. Be on time each day.**

This means being punctual to school and class and attending school everyday unless there is a reason such as being ill.

A note is to be provided following absence.

### **6. Keep the school rooms and yard clean and tidy**

Keep Ormond Primary School looking great!

Look after your own and others' belongings and care for school equipment.

Respect and care for our school grounds and property.

### **7. Wear school uniform**

Wearing of school uniform is compulsory and a neat and tidy appearance is encouraged at Ormond Primary School.

Wear a school hat in Term 1 and 4 (Sunsmart).

Always wear appropriate footwear.

## **Consequences**

### **In the classroom**

If I may choose not to follow our school rules my teacher may:

1. Remind me how to behave-warning
2. Ask me to move from a group within the classroom
3. Send me to another room for time out
4. Participate in a restorative conference, individually, with the group I am affecting or with the whole class
5. Send me to the Principal/Assistant Principal
6. Notify my parents via note/telephone/diary
7. Give me a detention to reflect on my behaviour
8. Set up a meeting with my parents to further discuss my behavior

### **Ongoing inappropriate behaviour may result in:**

1. Withdrawal of privileges
2. A logical consequences
3. A contract or communication book
4. Informal in school suspension
5. Formal suspension
6. Formal detention
7. Expulsion

### **In the playground**

1. Remind me how to behave-warning and write my name in the yard duty book
2. Ask me to walk to with a teacher in duty
3. Ask me to pick up papers
4. Participate in restorative conference and repair my harm caused
5. Send me to the 'Time out bench'
6. Send me to the Principal/Assistant Principal
7. Give me a detention to reflect on my behaviour
8. Set up a meeting with my parents to further discuss my behaviour

### **Ongoing inappropriate behaviour may result in:**

1. Withdrawal of privileges
2. A logical consequences
3. A contract or communication book
4. Informal in school suspension
5. Formal suspension
6. Formal detention
7. Expulsion

## **Rights and Responsibilities**

### **Everyone has the right to:**

Be treated fairly, with respect and understanding  
Be safe  
Play and work in a clean and happy environment  
Achieve their maximum potential  
Be empowered with the skills of self discipline  
Develop responsibility for their own actions  
Expect their property to be safe  
Be able to express their feelings and opinions assertively  
Feel value  
Learn in caring and supportive atmosphere

### **Everyone has the responsibility to:**

Respect the rights and belongings of others  
Respect the authority of the school staff  
Work together to promote a happy, safe and clean environment  
Work to achieve personal best whilst allowing others to do the same  
Stay calm and follow the restorative process when resolving problems  
Learn self-discipline  
Model and support school rules  
Accept responsibility and the consequences for their own actions.

### **Restorative Practices**

- Is a participatory and democratic process that focuses on the incident and repairing the harm caused and not solely on the offenders behaviour
- Is a process of problem solving and conflict resolution
- Aims to restore wellbeing through conferencing, focusing on the incident and the harm incurred. An agreement is reached between all students involved and specifies how the harm will be repaired
- Parents will be notified of serious incidents and copies of agreements will be sent home
- This process empowers students to be actively involved in conflict/resolution. It makes them responsible for their actions and choices and helps them to understand the effect their choices have on them and on others in the school community.
- Is a non punitive process focusing on repairing the harm done to others
- It will be used to resolve various incidents from small differences to major breaking of school rules
- Is a "No Blame" Process

# Ormond Primary

# **BULLYING**

## **POLICY**

### **DEFINITION:**

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Bullying can take many forms – physical, verbal, sexual and cyber relationships.

### **RATIONALE:**

- The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **VISION:**

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

### **ACTION:**

- Provide a safe environment for all students and staff.
- Parents, teachers, students and the community will be aware of the school's position on bullying through the school adoption of a four-phase approach to bullying;

#### **A. Primary Prevention:**

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, including cyber relationships, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Program Achieve and school values will be promoted and implemented across the school.
- At the start of each year teachers will clarify the school policy on bullying.
- Every class will establish their classroom rules and behaviours.
- Staff and student leaders to promote the philosophy of 'No Put Downs'.

#### **B. Early Intervention:**

- Promote children to report bullying incidents involving themselves or others.
- Classroom teachers, on a regular basis, remind students to report incidents, and that reporting is not 'dobbing'.
- Parents encouraged to discuss bullying concerns with their child's teacher as soon as they are aware of a problem existing.
- Safe and quiet areas are provided for children to access at recess and lunch times.
- Public recognition and reward for positive behaviour and resolution of problems.

**C. Intervention:**

- Once identified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

**D. Post Violation:**

- Consequences may involve:-
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

**REVIEW:**

This policy will be reviewed with student, parent and community input as part of the school's three-year review cycle.

# ORMOND PRIMARY SCHOOL DISABILITIES POLICY

## **VISION**

- We at Ormond Primary believe that all students, no matter what their various abilities, should take their place alongside their peers, taking part in the whole range of educational experiences on offer at our school.
- Students with additional needs will be provided with learning opportunities that cater for their individual needs.
- Students who attract Disabilities and Impairments funding have programs tailored to meet their special requirements.

## **ACTION**

- The Welfare Coordinator assisted by the Assistant Principal, will be assigned responsibility to coordinate the Disabilities and Impairments program at our school, including the coordination of applications for funding, the coordination of Program Support Groups (PSG), the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
- Applications for funding under the Disabilities and Impairments program will be submitted on behalf of the student by the school.
- The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
- The Program Support Group process will be fully explained to all parties.
- Program Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision.
- Program Support Groups will be invited to meet once per term, more if essential. PSGs will make recommendations to the Principal regarding the development and implementation of individual student programs including student achievement goals, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be minuted and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.
- Building modifications will be considered based on the needs of the students and the funding available.

## **REVIEW**

- This policy will be reviewed as part of the school's regular review cycle.

## RECORD OF UNDERSTANDING

### ORMOND PRIMARY SCHOOL'S DRUG EDUCATION CURRICULUM AND PREVENTION PROGRAMS.

	<b>DRUG EDUCATION CURRICULUM PROGRAMS (GOAL 1)</b>	<b>DRUG EDUCATION PREVENTION PROGRAMS (GOAL 2)</b>
<b>P</b>	<p><b>Focus:</b> Safe use of Medicines at home, school and in the wider community / Making healthy Choices.</p> <p><b>Resources:</b> Ormond P.S Drug Ed. Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Medication, Pain killers</p>	<p>Good Choice Awards Pupil of the Week Values for Life Promoting Connectedness- Buddy Program Transition Program Stop, Think, Do You Can Do It Program Life Ed Fire Ed</p>
<b>1</b>	<p><b>Focus:</b> Safe Use of Medicines at home, school and in the wider community / Making healthy Choices / People who help us / Health-related services, products and people and how to use them safely and appropriately. Emergency Numbers</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Medication, Pain killers</p>	<p>Good Choice Awards Pupil of the Week Social Skills- Friendly Kids, Friendly Classrooms Bounce Back You Can Do It Program Life Ed</p>
<b>2</b>	<p><b>Focus:</b> Safe Use of Medicines / Making healthy Choices / People who help us / Identification of why there are different rules and expectations in different situations. Emergency Numbers</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Medication, Pain killers</p>	<p>Good Choice Awards Pupil of the Week Social Skills- Friendly Kids, Friendly Classrooms Bounce Back You Can Do It Program Life Ed</p>
<b>3</b>	<p><b>Focus:</b> Making Good Choices</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Cannabis Medication, Caffeine.</p>	<p>Good Choice Awards Pupil of the Week Values Program – Healthy Relationships You Can Do It Program Peer Support sessions Life Ed Camp Program</p>
<b>4</b>	<p><b>Focus:</b> Making Good Choices</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Cannabis, Medication, Caffeine.</p>	<p>Good Choice Awards Pupil of the Week Values Program – Healthy Relationships You Can Do It Program Life Ed Camp Program</p>
<b>5</b>	<p><b>Focus:</b> The Impact and Effect of Drugs/Influence of the Media</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Cannabis-Illicit drugs, Medication.</p>	<p>Good Choice Awards Pupil of the Week Values Program You Can Do It Program- Resilience Social Skills – Empowering Kids Family Life Program Camp Program</p>

6	<p><b>Focus:</b> The Impact and Effect of Drugs/Influence of the Media</p> <p><b>Resources:</b> Ormond P.S Drug Ed Program</p> <p><b>Drugs:</b> Tobacco, Alcohol, Cannabis – Illicit drugs, Medication.</p>	<p>Good Choice Awards  Pupil of the Week  Values Program  You Can Do It Program- Resilience  Peer Support Leadership Training  Peer Mediation  Social Skills – Empowering Kids  Life Ed  Police In Schools Program.  Fire Ed  Camp Program</p>
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As part of an effective drug education strategy, Ormond Primary School is prepared for any drug-related incidents in order to reduce any negative impacts and to ensure the wellbeing of all its students.

