



Student Wellbeing Policy

Debney Meadows Primary School

Rationale:

At Debney Meadows Primary School, the welfare of our students is paramount. Student wellbeing and engagement are a priority and drive our teaching and learning programs.

Aim:

We aim to develop and provide strategies and programs that will promote engagement, well-being and resilience in our students.

The Charter of Human Rights and Responsibilities Act (2006) outline 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. The Act (2006) prohibits the use of corporal punishment in any Victorian school. We do not permit corporal punishment at Debney Meadows Primary School under any circumstances.

Implementation:

School, home and the community have a shared accountability for student engagement, regular attendance and positive behaviours. At Debney Meadows there will be a teacher appointed to coordinate programs which promote and foster student engagement across the school. Rather than operating reactively, the school will implement proactive strategies for:

Scaffolding Positive Behaviours

- building a culture of fostering positive relationships;
- establishing predictable, fair environments;
- providing personalised learning programs;
- providing a school-wide buddy program;
- acknowledging all students contributions to school life;
- providing opportunities for decision making and responsibility;
- providing a pleasant physical environment;
- teaching and promoting student managed learning;
- referring to the School Values document

Administration of a program based on actions and consequences

- Disciplinary Procedures Document (Appendix 3)

Appendices: (See attached documents.)

App.1 – Rights and Responsibilities

App.2 - Shared Expectations (school, parents/carers, students)

App.3 – School Actions and Consequences

Evaluation:

This policy will be reviewed as part of the school's three-year review, next review

This policy was last ratified by School Council on the

STUDENT WELLBEING POLICY

Appendix 1: Rights and Responsibilities

We, at Debney Meadows Primary School, value learning that empowers each student to explore and engage with the world. We value the free and confident communication of ideas and opinions, and fostering self-acceptance and the courage to learn, grow and realise one's potential.

With these core objectives in mind, every member of the Debney Meadows Primary School community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect, dignity and honesty. Everyone has the responsibility to consider others, to embrace the value of difference and to contribute to building a fair, just environment.

Debney Meadows Primary School acknowledges its obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and accepts its responsibility to communicate these obligations to all members of the school community.

The school's *Code of Conduct* outlines our expectations of student behaviour; students must allow learning to take place, will respect people and property at all times, will work and play safely. Any form of violence, bullying, harassment, intimidation and discrimination is unacceptable and undermines the capacity of the school community to work together.

The school acknowledges its students' rights to education and that a student can only be excluded from school as a last response to inappropriate behaviours.

STUDENT ENGAGEMENT & WELLBEING POLICY

Appendix 2: Shared Expectations

Effective schools share a jointly negotiated set of expectations owned and implemented by the whole school community: principals, teachers and school staff, students, parents and carers. Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. 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.

1. Principals, teachers, staff

Engagement

The school will provide an educational environment that ensures all students are respected and cared for. Individual student learning needs will be catered for through a flexible learning approach that incorporates a range of different learning styles.

Attendance

The school will engage in practices that:

- Proactively promote regular attendance.
- Provide parents with contact telephone numbers for information if absences occur.
- Accurately mark roles twice daily.
- Follow-up any regular student absences.
- Analyse attendance data to identify trends or problems with particular students.
- Report the attendance data in the Annual Report to the school community.
- Communicate with parents/carers if any action is required regarding issues with non-attendance.

Behaviour

The school will support and promote positive behaviour by reinforcing the commitment to

At Debney Meadows Primary School we want you to be friendly, we want you to learn and we want you to have fun.

With student wellbeing at the centre of school operations, appropriate behaviours will be modelled and reinforced consistently throughout the school by:

- The implementation of the school's Values Statement which encompasses shared collegiate understanding.
- Day to day modelling of desirable behaviours by the whole school community.
- Development and implementation of behaviour management strategies that reflect the school's values.
- High expectations of appropriate behaviour.

2. Students

Engagement

Demonstrate:

- A preparedness to engage fully in the school's curriculum.
- Always putting in your personal best.
- Encouraging others and working co-operatively.
- Developing a culture of support for individual learning differences within the classroom.

Attendance

- Students are expected to attend school every day that the school is open to students
- Arrive at school on time and ready to learn
- Provide written and or verbal explanation from parent/carer if absences occur

Behaviour

It is expected that students will:

- Demonstrate the school's values in their learning and behaviour.
- Have high expectations for their own learning.
- Make a commitment to enhance the learning experiences of other students.
- Understand and take responsibility for the impact of their behaviour

3. Parents/Carers/Guardians

Engagement

- Support their children in their preparedness for school each day. This includes sleep routines, healthy diet and exercise, personal hygiene and providing a safe and secure home environment.
- Ensure their child/children complete homework
- Remain informed about school activities by reading newsletters, attending Share Time and Student Led Conferences.
- Where possible offer support for school activities such as the Fete, fundraising or management (School Council).

Attendance

- Ensure that all students' enrolment details are correct.
- Ensure that students attend school regularly.
- Advise the school as soon as possible if a child is going to be absent.
- Account for all students absences.

Behaviour

- Support the school's values and reinforce the school's behavioural expectations.
- Encourage their children to exhibit these values in all that they do.

STUDENT ENGAGEMENT & WELLBEING POLICY

Appendix 5: Actions and Consequences

School Actions and Consequences

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship-based whole-school and classroom practices.

At Debney Meadows Primary School we:

- Establish fair, democratic processes in classrooms and school environment.
- Ensure student participation in the development of classroom and whole-school expectations.
- Provide personalised learning programs.
- Consistently acknowledge all students.
- Empower students by creating opportunities for them to take responsibility and be involved in decision-making.
- Provide physical environments conducive to positive behaviours and effective engagement in learning.
- Implement school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, are responded to through a staged response with a focus on prevention and early intervention, including:

- Understanding the student.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies include:

- Involving and supporting the parents/carers.
- Convening student support group meetings.
- Developing individualised flexible learning, behaviour or attendance plans.
- Involving community support agencies

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