

## ENGAGEMENT AND WELLBEING POLICY

*This policy works in alignment with the Effective Schools are Engaging Schools – Student Engagement Policy Guidelines and has been produced in consultation with **staff, students and community members**.*

### **RATIONALE: -**

To ensure students at Ashby Primary School are engaged and confident learners who feel **safe** and connected to our school, thus promoting positive student attitudes and behaviours that support academic excellence.

To articulate clear expectations for all members of the school community to engage in and promote a safe and **inclusive** educational environment that promotes wellbeing and an awareness of **rights and responsibilities**.

### **GUIDELINES: -**

At Ashby Primary School, we reach our full potential when we are happy, healthy and are part of a positive, engaging and supportive learning community. At Ashby Primary School, every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Our school acknowledges its responsibility to value and encourage diversity, and ensure that everyone is treated with respect and dignity.

### **SCHOOL PROFILE:-**

At Ashby we promote and live by the following behaviours through the school mascot T.E.R.R.I.

*Thinking*

*Enjoyment*

*Responsibility*

*Resilience*

*Including*

We live by the motto 'strive to excel' and ensure students at Ashby Primary School are engaged and confident learners who feel **safe** and connected to our school, thus promoting positive student attitudes and behaviours that support academic excellence.

*This commitment is reinforced each Friday afternoon at assembly when students, staff and parents unite in reciting the School oath:*

*I will uphold the honour of Ashby*

*I will abide by the school and community rules I will*

*respect the rights of others*

*I will try at all times to strive to excel*

Our school creates a learning culture that provides personal learning opportunities and focuses on individual growth and development, with a strong commitment to continuous improvement in Literacy and Numeracy. We provide quality learning programs in all curriculum areas that are designed to cater for the individual needs of a diverse range of students. We provide an educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of society.

At Ashby, we pride ourselves on our relationships with parents and local businesses and believe they are key to the success of our students and our school. We have a large number of parent volunteers in attendance daily, whether fundraising, supporting in classrooms, gardening or assisting in other areas across the school.

We are committed to building positive relationships with all community members. At Ashby Primary School, we believe that all students, staff, parents and community members have rights and responsibilities to support Ashby in maximizing our potential.

### **IMPLEMENTATION: -**

In order to optimise student engagement and wellbeing, we actively promote our TERRI values and our school motto 'Strive to Excel' through a set of 'Rights and Responsibilities'. At Ashby Primary School, we believe that our school community has a shared accountability for engagement and wellbeing.

**RIGHTS**

Something to which you are entitled and which should not be taken from you.

**RESPONSIBILITIES**

Something you should demonstrate without being asked to preserve the rights of yourself, others and the community.

<b>TERRI students have the right to:</b>	<b>TERRI student responsibilities are:</b>
<ol style="list-style-type: none"> <li>1. Feel safe and respected</li> <li>2. Engage in appropriate learning experiences</li> <li>3. Learn</li> <li>4. Be included</li> </ol>	<ol style="list-style-type: none"> <li>1. To behave in a safe and respectful manner</li> <li>2. To actively participate in teaching and learning experiences or being prepared and organised</li> <li>3. To 'Strive to Excel'</li> <li>4. To include others and be inclusive of all</li> </ol>
<b>TERRI staff have the right to:</b>	<b>TERRI staff responsibilities are:</b>
<ol style="list-style-type: none"> <li>1. Feel safe and respected</li> <li>2. Teach</li> <li>3. Be included</li> <li>4. Have a work / life balance</li> </ol>	<ol style="list-style-type: none"> <li>1. To act in a safe and respectful manner</li> <li>2. To plan and explicitly teach an engaging curriculum</li> <li>3. To actively participate and support what is happening in the school</li> <li>4. To be prepared and organised</li> </ol>
<b>TERRI community members have the right to:</b>	<b>TERRI community responsibilities are:</b>
<ol style="list-style-type: none"> <li>1. Feel safe and respected</li> <li>2. Be informed about their child's wellbeing and learning</li> <li>3. Know what is happening in the school</li> <li>4. Be included</li> </ol>	<ol style="list-style-type: none"> <li>1. To act in a safe and respectful manner</li> <li>2. To provide relevant information to assist their child's learning</li> <li>3. To support what is happening in the school</li> <li>4. To engage in the school community</li> </ol>

**Expected behaviours**

## Respect

We are to display **respectful** behaviours by-

- Interacting positively with others
- Treating others the way in which we like to be treated
- Using our manners
- Taking responsibility for our own property and being careful with the property of others
- Taking care of the environment

## Diversity

We understand that each individual is unique, and recognise our individual differences. These can be along the dimensions of race, neuro diversity, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

We promote **diversity** through-

- having a clear vision based on a set of shared values, beliefs, and collaborative relationships
- a comprehensive curriculum that engages all students at a level appropriate to their knowledge, skill and ability, across a full range of learning experiences
- the development of individual social and communication skills that build student resilience
- learning and teaching that caters to differences in student needs, learning styles, and individual capability, while maintaining high expectations for all students
- assessment, monitoring and reporting that are integrated into learning and teaching and are inclusive of all students and their families
- professional development that builds teacher capacity
- encompassing acceptance and respect
- a school culture that reflects care, concern and respect for difference
- relationships within the school community which foster access and participation, reciprocal support and shared directions and purposes
- positive partnerships that build on wider community services and resources and develop strong interagency links.

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

Particular measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the behaviour are identified and addressed. These measures will be applied fairly and consistently. Those involved will always be provided with an opportunity to be heard.

Measures that may be applied include:

- warning that the exhibited behaviour is inappropriate
- when applicable to students, teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative conversations
- behaviour reviews
- suspension or expulsion.

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

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

**Corporal punishment is prohibited in our school and will not be used in any circumstances**

**Engagement Strategies**

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between students, staff, parents and community members, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture reflective of our school values and motto (TERRI and Strive to Excel)
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, student management data and school level assessment data
- teachers at Ashby adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).

**Targeted Strategies**

- All students in Out of Home Care, Koorie students and students funded under the Program for Students with a Disability, undertake termly Student Support Group meetings (SSGs)
- Multiple additional programs are implemented to support individual students needs including Theraplay, ELVA and specific lunchtime clubs
- Allied Health professionals are able to work with individual students on site. This includes Psychologists, Speech Therapists, Occupational Therapists and Social Workers
- Staff regularly undertake professional learning around 'Calm Classrooms' (Strategies to support trauma induced behaviours) and how to create positive and supportive learning environments
- Individual Learning Plans and Behaviour Support Plans are developed for relevant students (OoHC, Koorie, PSD, working 18 months above or below in specific learning areas, BS)
- Referrals to Child FIRST, Headspace, Lookout, Student Support Services and NIRODAH.

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff in person and, through COMPASS, Newsletters and student diaries
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities, excursions and school events
- involving families in school decision making
- coordinating resources and services from the community for families.



### RELEVANT DOCUMENTS AND LINKS

Bullying prevention policy

Cyber Safety policy

### EVALUATION:-

Ashby Primary School reflects on our ability to be an engaging school for our community through surveys, student progress, attendance data, and staff and parent reflections and use this data to inform us on whether our policy is working yearly.

### CERTIFICATION

The policy was ratified at Ashby Primary School on the 12th June 2019, and is to be reviewed in 2021.

Signed \_\_\_\_\_ Signed \_\_\_\_\_ (School Council  
President) (School Principal)