



# Cobains Primary School

## Student Engagement & Wellbeing Policy

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### School Motto:

*Aiming High*

### Purpose Statement:

*To provide a safe, caring & engaging learning environment that equips children with the necessary skills & knowledge to become positive & active contributors to the local & global community, ensuring their ability to thrive & be safe, even outside of school hours.*

### School Values:

*RESPECT, ACCEPT, TRY YOUR BEST*

### Sale Rural Cluster vision (2017):

*We strive to develop engaged, confident lifelong learners who meet challenges with integrity and respect. Learners are encouraged to embrace individuality and diversity.*

*We provide opportunities for learners to foster interdependence, enabling access to the local and global communities.*

*The alliance between cluster schools reduces isolation of these school communities.*



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### 1. School profile statement

The Cobains Primary School motto, 'Aiming High' encapsulates our vision for all students; to strive to reach their full potential within a stimulating learning environment, whilst cultivating our values of 'Accept, Respect and Try Your Best'.

Students at our school undertake all learning opportunities in a setting that promotes a culture where learning and growth are at the core of all we do.

Cobains Primary School was established in 1928 and has a proud tradition. Most of the surrounding area is farmland, and the major employment in the area is farming and service to small-business ventures. The school is situated on a spacious two hectares of grassland, and consists of a main building, housing administration areas and classrooms, as well as relocatable classrooms, specialist Art/Science room and several outbuildings and playgrounds. Thanks to a substantial government grant for buildings, the school is about to undertake major building works to bring our facilities into the 21<sup>st</sup> century.

The school provides a welcoming and caring environment for our students, and the wider school community, and many of our students travel out to the school from the surrounding townships of Sale, Stratford and Maffra. We are located approximately 7km northeast of Sale, within close proximity to the East Sale RAAF base, from where our school emblem, the Roulettes, has been taken.

Our current enrolment is 42 students, spread across three classrooms. Teaching staff consist of two full time classroom teachers, two part time teachers and a teaching principal. We also offer specialist instruction for Art, Music, Science, Chinese and the MARC mobile library visits the school once per week. Our school is also part of a larger network of rural cluster schools, and it is through this cluster that we are able to provide our students with experiences such as school camps and sport days, integrated investigation days and the opportunity for students to build relationships with other students as they transition onto high school.

Our school prides itself on delivering quality education opportunities to all students, in an engaging and nurturing environment, and develop the life skills that are necessary for them to become valued and respected members of society.

Within our 3 classrooms, we emphasise the development of Literacy and Mathematics along with providing learning experiences in The Arts, Health and Physical Education, the Humanities (History, Geography and Economics), Science and Technology, and Personal and Interpersonal Learning incorporating our Social Skills program.

Special assistance for children with additional needs include a well established program for Students with Disabilities, which is facilitated by our skilled Education Support (ES) staff.

Our School Wide Positive Behaviour Support framework clearly teaches expected behaviour



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and acknowledges and rewards positive behaviour. Our involvement in the Kidsmatter initiative promotes positive mental wellbeing throughout our school community, and underpins a welcoming and inclusive environment for all members of our school community. The welfare of each student is of paramount importance.

Students are encouraged to be actively involved in their learning by our dedicated teaching staff, with the development of leadership skills taking a high priority. All year 5 and 6 students undertake a leadership role within the school. Year 6 students attend a one day student leadership conference, and an overnight leadership camp focusing upon the development of leadership skills and a plan for student-led school improvement, or student engagement. Our Junior School Council provides a voice for students at all levels, who are represented by Year 6 Student Captains and Vice-Captains, and student councillors from years 1 to 6.

Through fundraising from the annual Marlay Point Overnight Yacht Race BBQ, the school continues to ensure students have access to improved technology, infrastructure and resources. Monies allocated to the school this year, will facilitate the construction of new flexible learning spaces, to bring our facilities into the 21<sup>st</sup> century. Other facilities at the school include a multi-purpose room for art and music, and spacious playing areas including a basketball court, cricket nets, extensive play equipment and sports oval all set in attractive gardens.

### 2. Whole-school prevention statement

Cobains Primary School endeavours at all times to provide programs, services, information and resources that engage students by:

- a) Engaging students cognitively, behaviourally, socially and emotionally;
- b) Explicitly teaching, modelling and practising our school values;
- c) Providing a safe and supportive environment in which students can learn and grow, and;
- d) Encouraging punctual, regular attendance of all students at school.

### KIDSMATTER:

In 2017, Cobains Primary School began the process of becoming an accredited Kidsmatter school. Kidsmatter is an Australian mental health and well-being initiative set in primary schools and early childhood settings. It is a framework that promotes positive mental health by focusing on:

- Creating positive school and early childhood communities
- Teaching children skills for good social and emotional development
- Working together with families, and
- Recognising and getting help for children with mental health problems.



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### **School Wide Positive Behaviours for Engagement and Learning framework:**

At Cobains Primary School, we have adopted a School Wide approach to establishing and promoting expected, positive behaviours.

**Our Values** underpin the language and culture of our school.

### RESPECT

- I respect myself and others.
- I take responsibility for my own actions.
- I use the right words in the right place with all members of our school community.
- I share spaces and equipment with others.
- I use spaces and equipment appropriately.

### ACCEPT

- The rules of the environment I am in.
- My responsibility to make good choices.
- People can be different.
- The rights of others to have a positive learning environment.
- The opinions of others.

### TRY YOUR BEST

- To be at school every day.
- To make good learning choices.
- To challenge yourself.
- To bounce back.
- To be inclusive.
- To be a good role model for others.



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### School Wide Positive Behaviours:

Cobains Primary School recognises that an environment where individuals can challenge themselves to take risks with their learning needs to be underpinned by consistent, predictable and safe boundaries and expectations.

To achieve this Cobains Primary School actively uses and promotes 'A School Wide Positive Behaviour Support for Engagement and Learning' framework. (SW-PBS-EL) This framework creates a learning environment that supports our values and creates a shared culture of learning.

There are four core elements to the 'SW-PBS-EL' framework:

#### **1. Clear Set of Expectations**

Our Teaching Matrix of Expected Behaviours was developed in consultation with students, parents and staff. It is a common agreement of expected behaviours and language. (See Appendix 1)

#### **2. Teaching Expected Behaviours**

Our Teaching Matrix is used by all staff as a resource to teach and model expected behaviours and common language.

#### **3. Acknowledging Positive Behaviour**

### Individual Acknowledgement of Expected Behaviour

Staff use a variety of strategies to acknowledge when individual students are modelling expected behaviours in classrooms, in the playground and on excursions.

Some examples include: Verbal praise, sharing work with the Principal, assembly awards, stickers, work published in school newsletter, and Green and Golden tickets that can be saved and traded for special responsibilities, classroom privileges, special lunches etc.

To encourage children who play and interact well in the school yard, children's names are placed in a weekly draw for a good behaviour prize. Problem behaviours will be noted and these names will be deleted from this draw.

### Classroom Acknowledgement of Expected Behaviour

Each classroom teacher, in conjunction with the students in their class, establishes an agreed process for acknowledging positive behaviours. Teachers will inform parents of this process at the beginning of each school year.



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### **4. A Common Approach to Discipline**

Cobains Primary School has a consistent, school wide approach to responding to behaviour management.

#### **Classroom Behaviour Management**

**Minor Problem Behaviour – Managed by the class teacher:**

- Late to class/line (from playground)
- Inappropriate language
- Teasing
- Disruption
- Physical contact (minor)
- Littering

**Minor Problem Behaviour Consequences within Classroom (Staged – depending upon the behaviour escalation)**

- First Reminder - Name recorded in behaviour book with code for behaviour
- Second Reminder – Name recorded with code and 5 minutes time out in classroom ( to reflect on behaviour)
- Third Reminder - Name recorded with code and 10 minutes time out a buddy classroom (to reflect upon behaviour)
- Fourth Reminder – Name recorded with code and student sent to office and if appropriate, parents notified. (Exit slip - Teacher makes phone call, or student writes a note to parents)

**Major Problem Behaviour – referred to Principal – Red Card**

- Fighting/physical aggression
- Bullying
- Causing injury
- Leaving school grounds without permission
- Damaging school property
- Refusing to follow staff instructions
- Displaying disrespect towards others.

**Major Problem Behaviour Consequences within Classroom - Exit to Office / O.I.C. / Principal**

- The child is to be sent to the Principal or staff member in charge immediately, if appropriate, or at the next available recess/lunch time.
- If child refuses to exit, a red card will be sent to the office with another child and the Principal/OIC will collect the child.
- If the child's behaviour is dangerous for the other students/staff, the class will leave the room.



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- Student will complete a letter home to parents and/or discuss possible ways to ensure behaviour does not occur again
  - Parent contacted by classroom teacher or principal.
  - Further appropriate consequences decided upon to repair relationships or damage.
  - If appropriate: - Student remains in Time Out in Office (with work to complete)
    - Parents are asked to collect the student.
    - DEECD Suspension and Expulsion Policy is consulted

Re-Entry Procedure: To return to the classroom, the student needs to discuss the following five questions with the classroom teacher, before they can re-join their class.

- |   |
|---|
| <ol style="list-style-type: none"><li>1. <b><i>Why do you think I am talking to you?</i></b></li><li>2. <b><i>What effect is this behaviour having on you, others in the group and my teaching?</i></b></li><li>3. <b><i>What should you do / say to fix up the situation?</i></b></li><li>4. <b><i>What will you agree to, so the situation will improve from now on?</i></b></li><li>5. <b><i>Are you aware of what will happen if you choose to continue this behaviour?</i></b></li></ol> |
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### School Yard Behaviour Management

We expect the play-ground at Cobains Primary School to be a safe and happy place for all members of the school community.

### Duty Folder Details

Duty teachers will also record the names of children/grade level/incident/time and the action taken if a child demonstrates problem behaviours. 'Time Out' is a consequence of minor play-ground misdemeanours. A cumulative record of the number of yard misdemeanours is kept for each pupil. Regular offenders are provided with support and counselling to encourage a change in behaviour.

### Minor Problem Behaviour – managed by the Yard Duty teacher

- Inappropriate language
- Defiance
- Littering
- Disruption
- Not wearing school hat
- Property misuse
- Physical contact - minor
- Climbing trees/fences/bars
- Late to class from yard
- Minor lying



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### Minor Problem Behaviour Consequences within school yard (Staged over a 10 day period)

- First - Conference with student/individual instruction
- Second – 5 minutes time out on time out seat
- Third – 10 minutes time out on time out seat
- Fourth – Time outside office ½ recess and ½ lunch
- Fifth - Student writes note home to parent/s – Parents sign note and return to school

### Major Problem Behaviour –

- Abusive language
- Defiance/Disrespect
- Harassment
- Lying
- Stealing
- Refusal to return to class

### Major Problem Behaviour Consequences within school yard

- Time outside office ½ recess and ½ lunch, and
- If appropriate, student writes note home to parent/s, or parents contacted.

### Serious Major Problem Behaviour – referred to Admin/Principal/OIC

- Overt Defiance
- Physical Aggression
- Fighting
- Bullying

### Serious Major Problem Behaviour Consequences within school yard

- Time outside office ½ recess and ½ lunch
- Student writes note home to parent/s
- Phone call home to parent/s to discuss need for further consequences
- If appropriate: - Student remains in Time Out in Office (with work to complete)
- Parents are asked to collect the student.
- DEECD Suspension and Expulsion Policy is consulted

**N.B Corporal Punishment will not be used at Cobains Primary School**



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### Attendance:

To maximise student learning opportunities and performance we need to ensure that children attend school regularly, and on time, without unnecessary absences.

Education is a sequential process. Absences and late arrivals often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult. Absenteeism contributes significantly to student failure at school. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or return a completed absence form to the school explaining why an absence has occurred. (Appendices 2A and 2B) Children arriving late, or leaving early must be signed in or out by the parent/carer.

The principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES 21 database and communicated to the Department of Education and Early Childhood Development. The DEECD and enrolment auditors may seek student attendance records.

The principal will contact parents of students with high levels of unexplained or unapproved absences, and late arrivals, with the view to developing and implementing strategies to minimise absences.

Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services, or the DEECD Regional Advisor.

Student attendance and absence figures will appear on student half year and end of year reports. Aggregated student attendance data is reported to the DEECD and the wider community each year as part of the Annual Report.

Strategies used to encourage regular attendance will include:

- Phone calls home to investigate if there are concerns which need to be dealt with.



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- Reinforcement of the 'It's Not OK to Be Away' and Every Day Counts' messages.

### 3. Rights and responsibilities

#### 3.1 Guiding principles

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

#### 3.2 Equal Opportunity

The *Equal Opportunity Act 2010 (Vic)* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

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

#### 3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all



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

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

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

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

### 3.4 Students with disabilities

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

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

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent



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experts, or a combination of these people.

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

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

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

### 3.5 Bullying and harassment

#### Definitions

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

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

**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.



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

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

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

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

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

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

### **Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

### **Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.



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- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

### **Bullying can involve such things as**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyberbullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If a student is being harassed or bullied they should:

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

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

### **Rights and Responsibilities of the School Community**

A school is a community made up of many different people with many different views and attitudes. For such a group of people to live and work happily together a general acceptance



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of a code of behaviour is required. Such a code should be fair to all. It should also provide support and encouragement to children and insist on levels of behaviour consistent with the highest expectations of the wider community.

The achievement of this high standard requires the combined efforts of home and school. The school can only build upon the basis provided by the home.

The code of behaviour as adopted by the school community must receive support from home for the attainment of a harmonious and productive environment. Children at Cobains Primary School have the following rights. They also have responsibilities related to those rights. They cannot have one without the other.

### Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"><li>• Be an individual and to be treated with respect and kindness.</li><li>• Express their ideas and feelings in a responsible manner.</li><li>• Feel valued and respected.</li><li>• Benefit fully from school.</li><li>• Feel safe at school.</li><li>• A healthy body and a healthy school environment.</li><li>• Tell their side of the story if they are accused of rule-breaking.</li><li>• Expect their property to be safe.</li></ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"><li>• Treat others with respect and kindness.</li><li>• Allow others to express their opinions</li><li>• Show tolerance and respect.</li><li>• Consider the feelings of other members of the school community.</li><li>• Complete work and to allow others to work without interference.</li><li>• Learn and obey school rules/behavioural expectations.</li><li>• Practise good health habits.</li><li>• Be honest and truthful about their own behaviour.</li><li>• Take care of their own and other people's property.</li></ul>



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### Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>Ensure their child's regular attendance.</li> <li>Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

### Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>Expect that they will be able to teach in an orderly and cooperative environment</li> <li>Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>Fairly, reasonably and consistently, implement the engagement policy.</li> <li>Know how students learn and how to teach them effectively.</li> <li>Know the content they teach.</li> <li>Know their students.</li> <li>Plan and assess for effective learning.</li> <li>Create and maintain safe and challenging learning environments.</li> <li>Use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>



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### 4. 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.

The school's practices are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**  
Care for self and others
- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**  
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**  
Be honest, sincere and seek the truth

#### 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



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students the opportunity to experience success in their learning.

### **Diversity in the school community**

The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

### **5. School actions and consequences**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's behavioural and academic learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement,



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attendance or behaviour

- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs
- Involving community support agencies.

### **Severe Clause:**

In the case of causing injury to another child, adult or property -fighting /vandalism - Parents are notified for immediate Parent Support Group and detention/suspension may occur as a consequence. The School Council president is notified of any suspensions.

A cumulative record of detentions is kept in a detention file in the Principal's office. Parents are notified of all detentions by letter with a signed acknowledgment being returned to school.

### **Student Complaints Register**

All complaints by students of harassment / bullying or incidents by a student upon another are recorded. Prior to details being documented the incident is investigated and if necessary 'Student Code of Conduct' penalties applied to offenders.

### **School Excursions and Incursions**

School Excursions and Incursions are a privilege for students who demonstrate school values and expected behaviours consistently This privilege may be withdrawn from students who have not demonstrated expected behaviours consistently within the day-to-day school setting.

## **GATE RULE**

- All children are required to stay in the school grounds until the 'gate duty' teacher has arrived.
- Children are not to leave the school-grounds until all vehicles in the school car-park are stationary.
- When parents are parked, children may then leave the school grounds, walking along the fence line until they're opposite their car, and then cross over.
- Once in the car the children must wait for their parents.



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- Cyclists need to wait until the first bus and most vehicles have exited the car park before they leave, to ensure their safety.
- Parents must notify the school (in writing or via a phone call) if their child is to travel home via another person, whether this being a regular or a one off arrangement.

### CYCLING RULES

- Children under the age of nine years are not permitted to ride their bicycles (unsupervised by a parent) to and from school.
- All children cycling to and from school are expected to adhere to road rules including the use of helmets. They also need to be wearing a fluoro vest to increase their visibility.
- Students not adhering to the above two cycling rules will not be permitted to bring their bicycle onto the school premises.
- Incidents of inappropriate cycling practice reported to the school will be referred to the student's parents.

#### Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the DEECD Student Engagement and Inclusion Guidance 2014. This document provides guidance, flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from class or school in situations where all other measures have been implemented without success or where an immediate withdrawal/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.

NB To represent the school in a leadership role, or on an Incursion, Excursion, Sporting Day and/or school Camp is a privilege not a right. Children who do not demonstrate expected behaviours at school, may be withdrawn from these privileges.

- Withdrawal from class or yard if a student's behaviour significantly interferes with the rights of other students to learn or play, or the capacity of a teacher to teach a class or supervise a safe yard. That student may be temporarily isolated from regular classroom



# Cobains Primary School

## Student Engagement & Wellbeing Policy

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activities or the yard, or, in more severe cases, required to leave the classroom or yard 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 an after-school 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 Student Support Group/ Formulation of a personalised student management plan.

<b>Ratified at School Council</b>	Date:
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