



Urquhart Park Primary School

STUDENT ENGAGEMENT & WELLBEING POLICY

1. School Profile Statement

Urquhart Park Primary School is located in Newington, Ballarat, with Victoria Park across the road. Our school has a proud history dating back to 1860. Formerly known as Urquhart Street Primary School, our school was originally located on the corner of Urquhart and Windermere Streets in Ballarat, where the historic building still stands.

Urquhart Park offers a vibrant and engaging education to our students. Our school community has a shared goal of providing for all aspects of each child's academic, social, physical and emotional development. We want our school to be a safe place, where our students feel that they are valued, a place where they can thrive. At UPPS, our students are encouraged to appreciate the community around them and to see themselves as global citizens. In addition to acquiring knowledge, they are encouraged to respect and show compassion for others. Our students are fostered to communicate effectively and work collaboratively with others.

As a Candidate International Baccalaureate World School, our curriculum is built upon 21st century thinking where all facets of education are connected and interwoven. Our students are immersed in a learning culture strengthened by encouragement, positive relationships, and a challenging curriculum that inspires creative and critical thinking. Inquiry-based learning is blended with other trusted teaching approaches to ensure that children receive instruction in all learning areas that is tailored to meet their needs.

School Values

Our School Values are aligned with the International Baccalaureate Learner Profile. This profile, defined by the International Baccalaureate, is a set of characteristics for students to show they are developing life-long learning and inquiry skills and that they are aware of and sensitive to the experiences of others. A student's development in these areas is considered to be a key indicator of their overall achievement as a learner and as an international person.

Inquirers, Communicators, Risk-takers, Caring, Thinkers, Knowledgeable, Principled, Balanced, Reflective, Open-Minded

2. Whole School Prevention Statement

Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for learning and behaviour. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with and student support services and community agencies.

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 1995* 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.

3.3 The Charter of Human 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 human rights when making decisions and delivering services.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

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 a disability. An adjustment is a measure or action taken to assist a student with a 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.

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
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The Disability Discrimination Act 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

At Urquhart Park we are committed to developing a positive school climate which promotes personal growth, achievement and positive relationships for all students. We do not tolerate bullying or harassment in any form. *(Please see our Bullying Prevention Policy for more information)*

3.6 Rights and Responsibilities of the School Community

All members of our school community have the right to feel safe, valued and respected.

All members of the school community have the responsibility to respect the rights of others to feel safe, valued and respected.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have the right to: <ul style="list-style-type: none"> – Learn and play in a safe and secure environment where they are able to fully develop their talents, interests and ambition – Participate fully in the school’s educational program. 	Students have a responsibility to: <ul style="list-style-type: none"> – participate fully in the school’s educational program and to attend regularly – display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community – demonstrate respect for the rights of others, including the right to learn – develop themselves as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals

Rights and Responsibilities of Staff

Rights	Responsibilities
Staff have the right to: <ul style="list-style-type: none"> – work in an orderly and cooperative environment – be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	Teachers have a responsibility to: <ul style="list-style-type: none"> – fairly, reasonably and consistently, implement the School’s Wellbeing and Engagement Policy – plan and assess for effective learning – create and maintain safe and challenging learning environments

	<ul style="list-style-type: none"> – use a range of teaching strategies and resources to engage students in effective learning
--	---

Rights and Responsibilities of Parents/Carers

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

4. Shared Expectations

Effective schools share high expectations for the whole school community. Shared expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

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

In view of this we have expectations on behaviour that come in the form of Essential Agreements. These Essential Agreements are developed in collaboration between staff and students at the beginning of each year. They identify the key behaviour expectations that will enable the class or group to work effectively together.

5. School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged at Urquhart Park Primary School through the implementation of whole-school strategies supported by targeted and individualised support when required.

Student engagement, regular attendance and positive behaviours are supported most effectively 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
- 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
- implementing school-wide positive and educative behaviour support strategies.

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

- understanding the student
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- supporting and adapting the student's learning program

Broader support strategies may include:

- involving and supporting the parents/ carers,
- involving the Student Wellbeing Coordinator or other support staff
- mentoring and/or counselling
- convening a student support group meeting
- developing individualised learning, behaviour or attendance plans
- involving community support agencies, when appropriate

Whole School Approach to Behaviour Management

We have a whole school approach to managing inappropriate behaviour. *(Please refer to the Student Code of Conduct – Appendix 1)*

Discipline procedures – suspension and expulsion

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

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school staff and community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn and teachers to teach, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges

- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.
- Detention: a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 45 minutes. Students will be fully supervised during detentions. Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship; we will endeavour to negotiate alternative disciplinary measures with parents or carers.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school

Suspensions – guiding principles

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspension will occur, provide contact details for additional support services and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary.

In determining whether to implement an in-school suspension or an out-of-school suspension, will the educational, social and emotional impacts on the student and the school community will be considered.

Expulsions – guiding principles

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education of the expelled student.

6. Evaluation

Data Collection & Analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches

Some of the sources of data are:

- The Attitudes to School Survey data
- School level report data
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES 21 and GradeXpert

Review

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

This policy was last ratified by School Council in 2016
