



STUDENT WELFARE, ENGAGEMENT AND BEHAVIOUR POLICY

Definition:

Student Welfare refers to the promotion and maintenance of good learning, good mental and physical health as well as social well-being of students.

Student engagement can be defined as:

- being physically present and actively participating in all aspects of school life.
- having a sense of belonging and connectedness to the school.
- being actively involved in learning by self-monitoring and self-motivation.

Student Behaviours should demonstrate support for the RPS Values and the rights and responsibilities of all to enjoy a positive and safe learning environment.

Rationale:

Richmond Primary School is committed to nurturing learning, providing a comfortable, secure environment and fostering self-esteem and engagement. Students can reach their full educational potential when they are happy, healthy and safe. A positive school culture, that is fair and respectful, engages and supports student learning.

Aims:

- To build a school environment based on positive behaviours and values.
- To maximise student learning opportunities by fostering a healthy school culture
- To provide students with a safe learning environment where they feel physically and emotionally secure.
- To encourage student engagement, regular attendance and positive learning and social behaviours.
- To establish clear, consistent and logical consequences for student behaviour.

Implementation:

Whole School Prevention

Richmond Primary School is committed to providing a safe and stimulating learning environment that respects and celebrates diversity within our school community. The school is founded upon core values of respect, responsibility and resilience. Staff believe in working with parents and the community to ensure that all students achieve their personal best.

Staff are actively engaged in:

- developing engaging classroom practice,
- nurturing respectful relationships between staff and students,
- team planning,
- the use of I.C.T,
- constructive feedback,
- effective communication,
- positive modelling.

Richmond Primary School will:

- intervene early to identify/respond to student needs for social and emotional support.
- provide professional development to staff to ensure strategies and approaches are consistently implemented.
- promote pro-social behaviours through programs such as 'Bounce Back' and using Restorative Practices.

Rights and Responsibilities

The community of Richmond Primary School recognise the importance of our agreed values of *Respect, Resilience and Responsibility*. These provide the foundation to help us adhere to the following rights and responsibilities which are applicable to all students:

Rights	Responsibilities
<ul style="list-style-type: none">• To be an individual at school.• To be respected and treated with kindness.• To express themselves.• To feel safe, valued and supported at school.• To work and play without interference.• To learn• To feel respected• To be the best learner they can be• To confidently share ideas	<ul style="list-style-type: none">• To let others work and play safely.• To value others and their opinions• To provide support to others.• To sustain positive relationships with the school community.• To provide an environment that enables everyone to work to the best of their ability.• To be thoughtful, respectful and courteous to others.• To take care of school and personal property.• To observe school and class expectations.• To report bullying to an adult.• To demonstrate honest and trustworthy behaviour

Behavioural Consequences:

When a student's behaviour has a negative impact on another student, teacher or school property the following process will be implemented:

1. Teacher explains that a behaviour is not acceptable because it doesn't reflect our school values. Student states our 3 values and which value he/she has not demonstrated.
2. Student may have a period of "time out". This could be staying in class at lunchtime, walking with teacher on yard duty, sitting outside staffroom.
3. Student will be asked to apologise to anyone affected by his/her inappropriate behaviour.
4. Student may be asked to complete "community service" such as cleaning the yard or washing tables.
5. Student may be asked to complete a written explanation of their behaviour which will be kept as a record.

If the negative behaviour continues teachers will implement these steps - progressing a step with each incident within the term.

Step 1. Student will be kept out of the yard for one lunch time.

Step 2. Parents will be contacted by class teacher or Principal.

Step 3. Student will have an in-school suspension where they will be removed from their classroom and the yard for the whole day. They will complete school work under the supervision of the Principal or Assistant Principal.

Step 4. Parents will be contacted by the Principal or Assistant Principal and asked to attend a meeting.

Step 5. The school will implement a formal suspension following the Departmental guidelines.

Related Documents:

- RPS Student Bullying and Harassment Policy
- DET website: *Disciplinary Measures*
<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Evaluation:

This policy will be reviewed as part of the school's Strategic Planning and Review cycle.

This policy was last ratified by School Council in

November 2015