

**Student Engagement and
Wellbeing
(& Inclusion)
Policy**



RUSKIN PARK PRIMARY SCHOOL

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and inclusive school environment for students with disabilities and additional needs
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's wellbeing policies and procedures

Ruskin Park Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. SCHOOL PROFILE

Ruskin Park Primary School is an outer suburban school with a student population of 450. The school is situated two kilometres east of central Croydon in a well-established, leafy, residential area.

Our Vision follows the belief that 'every student at Ruskin Park can develop their natural curiosity and imagination through new and engaging approaches to teaching and learning. The encouragement of a positive attitude within a friendly community of learners will promote success today, tomorrow and into the future'. Our values are: Respect, Honesty Resilience and Persistence.

Ruskin Park Primary School integrates an inquiry-based approach to learning coupled with the explicit teaching of skills as outlined in the Victorian Curriculum. Specialist programs include Visual Arts, Physical Education, Japanese (LOTE), STEM and Music.

Students from all levels have the opportunity to participate in a wide variety of extracurricular activities. Our Junior and Senior Choirs are well supported with both groups and the school band performing at many events across the year. Our sporting teams also experience great success with Ruskin Park winning a number of district sporting competitions. Other popular groups are our Garden Club and Coding Club.

Ruskin Park has an active and supportive parent community. School Council and the Family and Friends Network contribute greatly to many of our programs. The school has also established positive partnerships outside of the school community with groups such as - Croydon Rotary Club and the Croydon RSL.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Our agreed whole school values are:

- Honesty
- Respect
- Resilience
- Persistence

As a part of the MPEN- Maroondah Positive Education Network Positive Education is actively being implemented as a whole school initiative to promote positive psychology within an educational setting. This is a part of a 5 year plan to teach and embed the necessity of having

- Positive Purpose
- Positive Relationships
- Positive Emotions
- Positive Health
- Positive Engagement
- Positive Accomplishment

Through a motto of 'learn, live, teach and embed'

Ruskin Park Primary's vision is that:

Every student at Ruskin Park Primary School can develop their natural curiosity and imagination through new and engaging approaches to teaching and learning. The encouragement of a positive attitude within a friendly community of learners will promote success today, tomorrow and into the future.

Our Statement of Values and School Philosophy is available on the [school's website](#).

3. ENGAGEMENT STRATEGIES

Ruskin Park Primary School has developed and consistently tries to enhance the range of strategies used to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- 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 survey data, student management data and school level assessment data
- teachers at **Ruskin Park Primary School** use an Inquiry instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at **Ruskin Park Primary School** 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Positive Education
 - Buddy programs
 - Student Voice team
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

BELIEF STATEMENT:

The school's wellbeing policy/student code of conduct reflects a carefully planned whole school approach to student management combined with sound teaching and learning practices in which:

- Positive student behaviours are promoted and recognised
- All individuals are to be valued and treated with respect
- All forms of discrimination, prejudice, intimidation and harassment are discouraged
- Students have a right to work and play in a secure environment where they are able to develop self-esteem, interests, talents and ambitions.
- The school community can expect that the students will be encouraged to show courtesy, care and respect for the rights and property of others
- Teachers, supported by parents, can expect to be able to teach in an atmosphere of order and co-operation in a positive teaching and learning environment

- The Principal and staff have the obligation to implement the student code of conduct fairly, reasonably and consistently

TARGETED

- each year group has a sub school learning leader, who monitors the health and wellbeing of students in their subschool, and acts as a point of contact for students and teachers who may need additional support
- connects all Koorie students with a Koorie Engagement Support Officer
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Management of students is essentially leading or guiding them to be responsible for their own behaviour. The ultimate aim is to develop self-discipline, self-awareness, self-direction and respect for others' rights. Teachers' ongoing encouragement, reward for good attitudes and actions coupled with the selective use of preventative strategies lessens the frequency, severity and escalation of inappropriate behaviours
- The management of student behaviour is outlined in our classroom and out of classroom expectations which are designed involving students, to ensure the safety of everyone and not compromise the teaching and learning environment
- A planned intervention program developed around choices and logical consequences is implemented at classroom and whole-school level. When appropriate, students will be allowed to experience the natural or logical consequences to their actions in order to teach the power of responsibility and choice to assist the behaviour education of students
- In the case of repeated disruptive or dangerous behaviour, our intervention and follow-up plans will be implemented. With the involvement of the parents, we will support the student through appropriate counselling and referral

INDIVIDUAL

- [Student Support Groups](#)
- [Individual Education and Behaviour Plan](#)
- [Program for Students with Disabilities](#)

- [headspace](#)

Ruskin Park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- liaising with outside agencies such as Orange Door, Anglicare etc
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- conducting once a term regular Student Support Group meetings for all students:
 - *with a disability*
 - *in Out of Home Care*
 - *who are of Indigenous background*
 - *and with other complex needs that require ongoing support and monitoring.*

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Ruskin Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. **Ruskin Park Primary School** will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. STUDENTS RIGHTS AND RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition• participate fully in the school's educational program	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• with support, participate to their full capacity in the school's educational program and to attend regularly. Students should also be expected to 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, will contribute to an engaging educational experience for themselves and other students.• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and• managing resources to achieve these goals.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Guiding principles to Rights and Responsibilities.

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.

EQUAL OPPORTUNITY

The *Equal Opportunity Act 2010* provides protections from discrimination in public life in Victoria. It provides avenues for people to resolve discrimination disputes and outlines the Commission's role in helping government, business and the community to identify and eliminate discrimination.

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).

THE CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES ACT 2006

The *Charter of Human Rights and Responsibilities Act 2006* (The Charter) is a Victorian Law that sets out the basic rights, freedoms and responsibilities of all people in Victoria.

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 including:

- 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 the human rights of others.

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

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

RIGHTS AND RESPONSIBILITIES OF PARENTS AND CARERS

Rights	Responsibilities
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<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <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 modeling 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.
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RIGHTS AND RESPONSIBILITIES OF TEACHERS

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Expect that they will be able to teach 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 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective teaching and learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning

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

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

6. STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students, staff and families are grounded in our school's Student and Parent Codes of Conduct. Student bullying behaviour will be responded to in accordance with Ruskin Park Primary School's Bullying policy.

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

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary 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 student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Ruskin Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

Ruskin Park Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

The school's behavioural expectations along with the Parent Code of Conduct (see appendix) aim to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Ruskin Park Primary School will support implementation and monitoring of the school's behavioural expectations and Parent Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly school and other learning environments. The Principal and school leaders of Ruskin Park Primary School will also provide information and support to enable the guidelines to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with DET guidelines and policies such as the Child Safe policy, by observing expectations for appropriate behaviour below. These expectations apply to all school situations, including school camps and in the use of digital technology and social media.

APPROPRIATE BEHAVIOURS

Appropriate behaviours include, but are not limited to:

- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

INAPPROPRIATE BEHAVIOURS

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter

7. ENGAGING WITH FAMILIES

Ruskin Park 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families

- including families in Student Support Groups, and developing individual plans for students

8. EVALUATION

Ruskin Park Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- COMPASS
- CASES21
- SOCS

Ruskin Park Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety policy
- Bullying Prevention policy
- Inclusion and Diversity policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	School council
Approved by	Principal
Next scheduled review date	May 2025



Ruskin Park Primary School

PARENT CODE OF CONDUCT

Rationale:

Ruskin Park Primary is committed to the safety and wellbeing of all members of the school community.

A Parent Code of Conduct helps to maintain an environment of respect throughout the school. All members of the school community have a right to an environment free from harassment and the right to converse comfortably in a positive and co-operative manner.

Implementation:

As a Parent/Carer we ask that you:

- Support your child/ren in all educational endeavours by giving praise and showing interest in school activities
- Help your child/ren to understand and model the school values
- Demonstrate that both parents and teachers work together for the benefit of the child/ren
- Listen to your child/ren, but remember that a different 'reality' may possibly exist elsewhere
- Understand the importance of a healthy parent/teacher/child relationship and communicate any concerns to your child's teacher in a constructive manner
- Adhere to the school's policies, as outlined on the school website
- Work in co-operation with the school to address any unacceptable behaviour shown by your child/ren
- Support the school in its efforts to maintain a positive teaching and learning environment.
- Maintain a positive and co-operative attitude
- Inform the school of any issues that impact on your child's wellbeing

Parent/Carer Rights:

- To be treated with respect and courtesy by other parents
- To be treated in a polite manner
- To be respected by staff and students
- To have a timely response to concerns raised
- To be treated with professionalism from all staff members
- To be listened to and clearly communicated with, in regard to their child's education.

Parent/Carer Responsibilities:

- Use respectful language towards all staff and other members of the school community in all forms of communication
- Remain calm and polite when communicating with staff and other members of the school community
- Under no circumstances approach another child whilst in the care of the school to discuss or chastise them because of actions towards their own child/ren
- Be aware that events have many sides; be prepared to listen to all sides and seek to verify facts before stating a concern
- Be mindful of what you say in order to respect the reputation of teachers
- Respect teachers' preparation time before and/or after school knowing that there may be times where an appointment may be necessary at a mutually convenient time if you wish to speak to a teacher
- Do not discuss any grievances in front of your child/ren regarding the school
- On excursions, helping in class or on camps, parents must follow the instructions and wishes of the teacher

Concerns:

Should a parent/carer have a concern, it is expected the following steps be followed in the first instance:

1. Arrange a mutually suitable time to speak to the person involved first and try to resolve the concern with mutual respect and clear communication.
2. If for some reason this is not possible, then make an appointment to see the Principal/Assistant Principal.
3. The Principal/Assistant Principal will arrange a meeting between the two parties involved in an attempt to mediate and find resolution.



Ruskin Park Primary School

STUDENT CODE OF CONDUCT

Rationale:

Ruskin Park Primary School is committed to the safety and wellbeing of all members of the school community.

A Student Code of Conduct helps to maintain an environment of respect throughout the school. All members of the school community have a right to an environment free from harassment and the right to converse comfortably in a positive and co-operative manner.

Implementation:

- Explicitly teach and model the school values
- Demonstrate the importance of a healthy parent/teacher/student relationship
- Adhere to the school's policies, as outlined on the school website
- Work within the school policies and guidelines to effectively address unacceptable student behaviour
- Demonstrate behaviour that promotes a positive teaching and learning environment
- Maintain a positive and co-operative attitude

Student Rights:

- To work in a safe and secure environment
- To be respected by all staff and students
- To work and play in an environment free from bullying, harassment and/or victimisation
- To participate in the schools education program to their full capacity
- To be listened to and clearly communicated with

Student Responsibilities:

- Use respectful language towards all staff and other members of the school community in all forms of communication
- Remain calm and polite when communicating with staff and other members of the school community
- To be supported to participate to their full capacity in the school's educational program
- To attend school regularly
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- To be respectful to others in regards to their right to learn
- To be supported and encouraged to take greater responsibility for their learning as they progress through school
- To be encouraged and supported to manage their learning and growth by setting individual goals and managing resources to achieve these goals

Concerns: Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

References

Human Rights Commission website

<https://www.humanrights.gov.au/>

Equal Opportunity ACT

<https://www.humanrightscommission.vic.gov.au/home/our-resources-and-publications/brochures/item/105-equal-opportunity-act-2010-quick-guide-jul-2011>

The Human Rights Charter

<https://www.humanrightscommission.vic.gov.au/human-rights/the-charter>