

Student Engagement Policy & Procedures

Date: August 2016

1. Rationale

Student Engagement is an educational concept used to describe students' ongoing interest in, and interaction with, their learning and their school community.

Every student at Williamstown North Primary School deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

The school prides itself on its positive school culture and recognises that a shared enthusiasm for learning is key to successful student outcomes. It recognises that "student engagement" is predicated on the belief that learning improves when students are inquisitive, interested or inspired.

The school also recognises that remaining engaged in learning and connected with school is difficult for some children and young people.

This Student Engagement Policy articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address student welfare and behaviour. It is a foundation policy which underpins a number of related school policies, such as anti-bullying, school attendance and mandatory reporting, and should be read in conjunction with these policies.

2. Aims

- To outline a range of evidence-based strategies that the school will use to positively engage students in learning and intervene early when problems arise.
- To outline the school's approach to promoting positive student behaviours.
- To detail the school's expectations for behaviour and the consequences and actions to be taken when these are not met, including both support and disciplinary measures.
- To articulate the rights and responsibilities about all school community members when dealing with someone who is not meeting the behavioural expectations.
- To ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth law.
- To ensure that the discipline of students is based on principles of procedural fairness.

3. Policy Context

WNPS is required to maintain a Student Engagement Policy as part of the Victorian Registration and Qualifications Authority's (VRQA) registration requirements for Victorian Government Schools.

This policy also addresses Williamstown North Primary School's legal obligations under relevant legislation, including the *Equal Opportunity Act 2010 (Vic)*, the *Charter of Human Rights and Responsibilities Act 2006 (Vic)*, the *Disability Standards for Education 2005* and the *Education and Training Reform Act 2006 (Vic)* as well as fulfilling its obligations under *Ministerial Order 625 - Suspensions and Expulsions* and the new *Child Safe Standards*.

4. Implementation

4.1 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. The school recognises its responsibility to develop processes that are deemed to be fair and equitable for all students.

4.1.1 Students

Students have a right to: -

- Work in a secure environment, without intimidation, bullying (including cyberbullying) or harassment.
- Be treated equally despite gender, race or beliefs
- Participate fully in the school's educational program.
- Fully develop their talents, interests and ambitions.
- Feel included and valued.

Students have a responsibility to: -

- Participate fully 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 and will contribute to an engaging educational experience for themselves and other students.
- Progress through school with appropriate support and adjustments, whereby 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.
- Display positive behaviours that demonstrate respect for themselves, peers, teachers and all other members of the school community.
- Demonstrate inclusive behaviours and develop strategies to reduce the occurrence of challenging behaviours and promote positive behaviours.

4.1.2 Parents/Guardians

Parents/Guardians have a right to: -

- Expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Be informed about matters relating to their child that will affect their learning and wellbeing, in line with the school's *Privacy Policy*.

Parents/Guardians have a responsibility to: -

- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress and by modelling positive behaviours.

- Ensure their child's regular attendance.
- Engage in timely, purposeful and constructive communication with school staff regarding their child's learning and inform the school of any clinical assessment in relation to learning, wellbeing or behaviour i.e. by an allied health worker.
- Support the school in maintaining a safe and respectful learning environment for all students.
- When scheduled, attend student support group (SSG) meetings e.g. share information, develop SMART (Specific, Measurable, Achievable, Realistic & Timely) goals.

4.1.3 Teachers

Teachers have a right to: -

- Expect that they will be able to teach in an orderly and cooperative environment.
- Be informed, about matters relating to students that will affect the teaching and learning program for that student in line with the school's *Privacy Policy*.
- Feel safe, respected and supported.

Teachers have a responsibility to: -

- Fairly, reasonably and consistently, implement the Student Engagement policy.
- Know how students learn and how to teach them effectively.
- Know the content they teach.
- Know their students, how they learn and how to teach them effectively.
- Plan and assess for effective learning, making adjustments where deemed necessary.
- Create and maintain a safe challenging and inclusive learning environment.
- Use a range of teaching and learning strategies and resources to engage students in effective learning.
- Make reasonable adjustments.
- Engage in communication with parents regarding their child's learning and wellbeing.

4.2 Student Welfare

Student Welfare is integral to all aspects of the WNPS school life. The school recognises that the provision of welfare is essential to students' sense of self-worth and the development of their identity and in the achievement of the goals of the school. It fosters the personal and social development of the individual and it is a pre-requisite for students to be in an effective learning situation.

4.2.1 Student Welfare Procedures

- The key components of the school's student welfare procedures are: -
 - The Principal/Assistant Principal/Welfare teacher/s will liaise with the school Psychologist, PLT Leaders teachers, students, parents or outside agencies.
 - School Wellbeing Key Reference Group.
 - Designated Welfare Teacher/s.
- If a teacher identifies a child to be in need of additional support (e.g. learning, wellbeing, social skills or connectedness) the steps to consider are: -

- If it is an urgent matter/crisis contact the Principal/Assistant Principal for immediate assistance.
- If it is important but not an urgent matter: -
 - i. Speak to the Principal, Assistant Principal or Welfare Teacher/s.
 - ii. Complete referral documentation.
- The Assistant Principal/Welfare teacher/s will refer the matter to the Student Support Service Officer (SSSO) e.g. speech pathologist, psychologist etc.
- Behavioural management issues should be dealt with in line with the school's agreed Student Management Practices. If a Professional Learning Team (PLT) identifies a particular welfare issue affecting children within the year level, the Team Leader will consult the Principal, Assistant Principal or Welfare Teacher/s.
- Mandatory Reporting (refer to the school's *Mandatory Reporting* policy).

4.2.2 Wellbeing/Engagement Key Reference Group

- A School Wellbeing/Engagement Key Reference Group (KRG) with representatives from across the school will be established at the beginning of each year.

The School Wellbeing/Engagement KRG will: -

- Work to create and maintain a positive and supportive environment.
 - Provide support for staff, students and parents/guardians.
 - Enable staff to access relevant training or Professional Learning.
 - Support staff to be confident, skilled and proactive in the management of student welfare issues.
 - Oversee the reviews of School Wellbeing related policies.
 - Oversee the implementation of school wide positive behaviour programs.
- Safe and orderly classrooms are conducive to optimising student learning and wellbeing. The school's Occupation, Health & Safety (OH&S) representative will undertake regular classroom audits.

4.2.3 Welfare Teachers

- The school will designate two senior staff as "Welfare Teachers".
- The Welfare Teacher/s do not replace the role of the school psychologist. The position is an additional level of support in the school.
- The Welfare Teachers will: -
 - Be a member of the School Wellbeing/Student Engagement KRG and the Inclusion KRG, where possible.
 - Liaise with the Principal, Assistant Principal and Psychologist on a range of school welfare issues.
 - Liaise with teachers and parents in relation to individual student welfare needs.
 - Provide or facilitate (where relevant) support to children experiencing behavioural, social and emotional difficulties, which may be impacting on their ability to interact and learn.
 - Conduct Social Skills groups with children with identified needs, as required.
 - Provide feedback where necessary to teachers and parents on a student's welfare progress.

- Bring to the attention of staff relevant welfare issues.
- Attend Student Support Group (SSG's) meetings where necessary.
- The school will provide the opportunity for the Welfare Teachers to undertake professional learning, as appropriate.
- The school, through forums such as the School Wellbeing/Student Engagement KRG and Inclusion KRG, will identify broader staff professional learning needs in relation to student welfare. These professional learning sessions may be conducted as part of a weekly staff meeting, a specific professional learning activity or on staff training days.

4.2.4 Welfare Support Groups

If it is considered that a student requires additional support for an extended period of time (i.e. for a term or more), then a Welfare Support Group may be established. This group may comprise the child, parent, teacher, School Welfare Teacher, psychologist, Principal/Assistant Principal, student advocate or outside agency.

4.2.5 Student Support Group

Student Support Groups (SSG) are held each term for children identified under the *Program for Disabilities and Impairments*.

4.2.6 School Wellbeing Programs & Strategies

The School Wellbeing/Student Engagement KRG will oversee the implementation of a range of school wellbeing programs and strategies, such as MPower Girls, Revved UP Boys, Zones of Regulation, SuperFlex, Restorative Practices etc.

- The school will provide teachers with the opportunity to participate in training with regard to these programs as appropriate.
- The school will implement whole staff Professional Learning for these programs & strategies.

4.3 School Behaviour Expectations

At Williamstown North Primary School our agreed school values are that we, as individuals and collectively, believe in and practise:

- Respect: - for yourself, others and the environment.
- Responsibility: - to be relied upon to do the right thing.
- Resilience: - to stay calm, problem solve and bounce back.

In the context of these values, the school expects students to be:

- courteous and polite;
- supportive and inclusive of their peers;
- receptive to instruction and feedback;
- behave safely, so as not to cause harm to themselves or others
- positive ambassadors for the school, and
- generally respectful of the school environment and towards all members of the school community.

4.3.1 School Management Plan- Shared Expectations

Within all programs across the school, teachers along with their students, develop an agreed list of behaviours that reflect the school's behaviour expectations. The statements are framed using positive language along with devising a list of possible rewards that students can work towards, such as verbal praise, stickers, Thumbs Up Award, whole

class rewards or activities. These are displayed, referred to and reinforced in a positive manner, for individuals and class groups.

Students are expected to actively promote and engage in respectful relationships to prevent bullying and unacceptable behaviour. All students are expected to play a role in preventing and responding to concerns about safety and wellbeing. This can involve talking to a teacher about what is happening so they can work together to resolve the issue.

4.4 Promoting Positive Student Behaviours

4.4.1 Classroom & Playground Procedures

The **3 Step Rule**, is used both within the classroom and playground environment to assist in managing behaviours that result from making inappropriate choices. Students across the school will be familiar with, and encouraged to apply, 'The 3 Step Rule' to situations, clear and consistent message.

3 Step Rule: - Letting students know that the behaviour of another student is unacceptable by using the following statements,

1. Stop it, I don't like it.
2. Stop it, or I'll tell the teacher
3. I'm going to tell the teacher

4.4.2 Programs supporting positive student behaviours

The school will implement a range of programs to support positive student behaviours, including, but not limited to:

MPower Girls explores the relationships girls have with one another and the secret world of girls' aggression. The program is designed to deal with issues of bullying, cliques and how girls relate to one another.

Revved Up is an anger management program designed to help students recognise their own responses to different situations and provide anger management strategies that will assist them in relating with others. The program is suitable for students in years four, five and six - especially boys.

4.5 Challenging Behaviour Management

4.5.1 Disciplinary Measures

The school applies a number of graded disciplinary measures when students breach the school's behaviour expectations.

The school will discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures will form part of a teacher's classroom management plan and should always be proportionate to the nature of the behaviour. These measures are best employed in combination with support measures to identify and address causes of the behaviour.

4.5.2 Behaviour Management Plan (BMP)

If a child is continually displaying inappropriate behaviour or their behaviour is deteriorating, then a Behaviour Management Plan (BMP) will be developed and implemented by the classroom teacher. It is developed in consultation with the parents and the child and is aimed at establishing positive behaviours by the child. When

developing a BMP the teacher concerned should consult the Principal/Assistant Principal/Welfare Teachers and parents.

4.5.3 Classroom Misbehaviour Consequences

Classroom consequences for misbehaviour may include:

1. Verbal warning with reference made to the: -
 - a. School value not being followed,
 - b. Appropriate behaviour required,
 - c. Possible further action if 'misbehaviour' continues.
2. Removal from the group within the classroom for a stipulated time. The child will be spoken to by the teacher and expected behaviour reiterated.
3. Removal from the group and time out given in another class for at least 15 minutes. Spoken to by the teacher or Team Leader. **At no time will a child be placed outside a classroom and left unsupervised.**
4. Speaking to the PLT Leader or School Welfare Teachers about the child.
5. All incidents/behaviours are required to be entered on Compass under Student Chronicles. Students complete an Incident Form and a copy is sent home for parents to sign and a copy attached to the Compass Chronicle.
6. Parents contacted by phone note and the child's behaviour discussed.
7. Referral to Principal/Assistant Principal. A parent conference may be required.
8. The child being placed on a Behaviour Management Plan.

4.3.4 Playground Misbehaviour

In the playground, behaviours will be dealt with in a positive manner and where necessary, reasonable adjustments made for students with additional needs.

Playground consequences for misbehaviour may include: -

1. Verbal warning restate expected behaviour/s.
2. Documenting the behaviour in the Playground Behaviour Book.
3. Accompany the Yard Duty teacher for a stipulated period of time.
4. Removal from the playground for the remainder of the break - teacher to arrange supervision.
5. Half recess/lunch detention: teacher who issues this, is responsible for supervision of the student/s in their classroom.
6. Withdrawal time in the Butterfly Room during recess and lunch breaks.
7. Referral to Principal/Assistant Principal/Welfare Teacher
8. Parent Conference arranged by the Classroom Teacher, Principal/Assistant Principal/Welfare Teacher.
9. Further action in line with Department of Education and Training (DET) guidelines and Ministerial Order 625, as required.

4.5.5 Detention

In line with DET guidelines a child may be given detention for half of any recess or lunchtime to complete unfinished work, or to undertake additional work.

- In this event, the child's parents will be informed.

- The teacher who deals with the child’s behaviour is responsible for supervising the detention.
- If the behaviour is of a serious nature i.e. endangering self or others, the child may also be supervised by a Yard Duty teacher during the second half of a Recess or Lunch breaks.
- **Children will not be left unsupervised at anytime.**
- If a child’s behaviour warrants an ‘After School Detention’, a note must be sent home advising parents at least 24 hours beforehand. Detention may be given for up to 45 minutes after school. Refer to Appendix 1 for a Detention Proforma.
- Supervision will be shared by the teacher issuing the detention, PLT Leader, or the school administration (as negotiated).

4.5.6 Referral

If a child’s behaviour deteriorates rapidly/unexpectedly, or they display prolonged concerning behaviour, it may be necessary to seek advice and support either from the school’s SSSO’s or alternatively a support agency or health professional.

- If a teacher requires support in relation to a child’s behaviour a referral is made via the Assistant Principal/Welfare Teachers.
- Written parental approval is required for a psychologist, outside agency or health professional to provide assistance or support for a child (excluding circumstances relating to Mandatory Reporting).

4.5.7 Suspension or Expulsion:

Further action may be taken by the Principal or Assistant Principal if one or more of the following actions are committed by a student:

1. causing danger to the safety of other students or staff, **or**
2. using offensive language or behaviour, **or**
3. deliberately causing damage to personal or school property.

This further action may include suspension or expulsion as detailed in *Ministerial Order 625 – Suspension and Expulsion*.

4.5.8 Corporal Punishment

In accordance with the *Education Training and Reform Act (2006)*, the use of corporal punishment is not permitted at the school.

4.5.9 Documenting Incidents of Misbehaviour

The school documents incidents of student misbehaviour via a number of measures including:

- **Student Incident Sheet.** Students reflect on any incidents by completing the ‘Student Incident Sheet’. A copy is provided to the class teacher and a copy sent home for parents to read and sign. A copy is also attached to the Compass Chronical.
- **Compass Chronical.** Student incidents of misbehaviour are recorded on the Compass Chronical, including a copy of the student incident sheet.
- **Classroom Behaviour Book.** Each classroom teacher, specialist teacher or support teacher will have a Behaviour Book to record incidents throughout the school year. Names, dates, times and details of the incident/negative behaviour, including action and follow-up will be recorded.

- **‘Green Slip’.** When a teacher deals with misbehaviour or an incident involving a child from another class the teacher concerned will complete a ‘Green Slip’ and pass it to the child’s class teacher. ‘Green Slips’ will also be completed by Specialist teachers, Yard Duty Teachers, Support program teachers or Teachers/Leaders dealing with behavioural issues across the school. All ‘Green Slips’ are pasted into the Classroom Behaviour Book or attached to the Compass Student Chronical. See Appendix 2 for a copy of a Green Slip.
- It is the responsibility of the teacher dealing with the incident to determine the action; however the class teacher may review and change the action/consequence if necessary. This is done in consultation with the teacher issuing the ‘Green Slip’.

‘Green Slips’ and ‘Class Behaviour Books’ and ‘Compass Chronicals’ enable teachers to identify patterns of misbehaviour. Once a child has three ‘green slips’ or comments about their behaviour recorded, then one or more of the following should occur;

- refer to the classroom teacher,
- refer child to Welfare Teacher/s,
- organise a Parent Conference
- refer child to Principal/Assistant Principal.

4.6 Communications

To ensure that a school community is familiar with and committed to the Student Engagement Policy it will be promoted by:

- posted on the school website;
- highlighting excerpts on posters to remind people of their shared commitment to a safe and supportive school; and
- giving copies to parents/guardians when they enrol their child.

5. References & Related Policies

Related WNPS Policies

- Privacy Policy.
- Occupational Health & Safety.
- Mandatory Reporting.
- Buddies.
- Sexual Harassment
- Anti-Bullying.
- Equal Opportunity.
- Student attendance

References

Student Code of Conduct in the School Accountability and Implementation Framework.

Guidelines for Developing The Student Code of Conduct incorporating Student Discipline Procedures 1994 and Ministerial Order No: 1, Discipline of Pupils.

Reference: *Assertive Discipline* [Positive Behaviour Management for Today’s Classroom] by L. Canter & M. Canter.

7. Review

This policy shall be reviewed as part of the WNPS’ cyclical policy review process conducted by school council and updated if required.

This Policy was ratified by School Council on 7th September 2016.

Appendix 1

**Williamstown North Primary School
Student Incident Sheet: Years 3 to 6**

Child's Name: _____ **Date:** ____ / ____ / ____

Teacher: _____ **Class:** _____

- Please Tick** ✓ **Incident in the Classroom**
Incident in the Playground
Incident in the Specialist/Support Class
Out of School Grounds (to or from school)

Who was involved?

Where did it happen?

What happened and how were you involved?

What did you do that did not follow the school Values?

Who in your opinion was not following the school rules?

What should have you done?

What do you think the consequences should be?

Do you have any further comments.

Copy for Class Teacher
Copy for Principal/Assistant Principals
Teacher's Comment:

Student Signature: _____ Date: ____ / ____ / ____

Teacher Signature: _____ Date: ____ / ____ / ____

Parent/Guardian Signature: _____ Date: ____ / ____ / ____

Appendix 2



Williamstown North Primary School

Ph 9397 5722

Fax 9397 1893

Williamstown.north.ps@edumail.vic.gov.au

CONSEQUENCES BOOK

Date: ____ / ____ / ____

Dear Parents/Guardians,

This letter is to inform you that your child _____ has been entered into the Consequences Book today.

It is the _____ time for Term 1 / 2 / 3 / 4 (please circle).

It is the _____ time for the year.

Details of the incident;

Yours Sincerely

_____ (Duty or Classroom Teacher)

_____ (Principal or Assistant Principal)



Return Slip – Consequences Book

Please read the details of the incident and discuss this with your child:

- our school Values – Respect, Responsibility, Resilience & Commitment
- acceptable behaviours
- anger management strategies
- what they could have done
- what they will do next time

We request you sign and return this slip to school tomorrow.

Child's Name: _____ **Year:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____