STUDENT ENGAGEMENT POLICY

School values, philosophy and vision
Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked and we aim to provide this environment and positive culture.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and ESmart Policies for more information.

Our philosophy:
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our vision:
All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our values: Confidence, Getting along, Organisation, Persistence, Resilience & Success

A statement about the rights and responsibilities of all students and school staff is included at Appendix 1.

Guiding principles
- The school has collaboratively developed and implements a fair and respectful whole-school engagement and behaviour management approach. See appendix 5, 6, 7, 8, 9
- The school’s curriculum includes values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement. The values are stated as YCDI with supporting programs such as Friends, Bravehearts, Kids with Courage & Seeing Red
- The school promotes active student participation and provides students with a sense of ownership of their environment.
- The school supports families to engage in their child’s learning and build their capacity as active learners.
- The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.
- The school establishes social/emotional and educational support for vulnerable students and monitor and evaluate progress. Support from school chaplain.
- The school has processes in place to identify and respond to individual students who require additional assistance and support. RAMP, Emerald Tree and network support staff.
- The school builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
Engagement Strategies
To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/carers to promote fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school employs a welfare teacher to implement programs, support welfare policies, support children, parents and staff, and to communicate with all members of the school community.

The school employs a chaplain offering specialist non-religious welfare support to all members of the school community.

The school has regular welfare meetings, discussing policies, community partnerships and children’s needs.

The school has direct partnership with outside welfare agencies offering specialist support, counselling and group programs.

The school actively promotes and encourages participation with community based welfare programs and awareness days.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2.

Identifying students in need of extra support
Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families
- Yard duty data
- Passive play data
- RAMP identification
- Chaplain / Welfare teacher referral
- Specialist staff referral

Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 3, 7, 8 & 9 and also the Acceptable Use Agreement (signed at beginning of each year).

School actions
Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 4).
**Discipline**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Restorative conferences
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Issue demerit points (Appendix 8 & 9)
- Detention
- Parent consultation and support meetings
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. Discipline will be restorative and non-degrading.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met. All procedures will be DEECD approved policies.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: [http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx](http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx)

**Engaging with families**

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents’ Association in our efforts to build a sense of community.

The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school’s Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- Community parenting courses and meetings are advertised and encouraged
- Parent Liaison Officer
Parents’ responsibilities for supporting their child’s attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

**Evaluation**

**Data collection and 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 sources of data used are:

- the Attitudes to School Survey data
- yard duty data
- data from staff and welfare staff
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

**Review of this policy**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This policy was last ratified by School Council in... August 2014

**Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Appendix 6: Statement of Values

Appendix 7: Student Code of Conduct

Appendix 8: Demerit Point Behaviours

Appendix 9: Discipline Reports – Demerit Points

Appendix 10: Discipline Report – Detention Form

Appendix 11: Student Contract

Appendix 12: Student Support Contract

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.
<table>
<thead>
<tr>
<th>Universal strategies</th>
<th>Targeted strategies</th>
<th>Individual strategies</th>
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</thead>
<tbody>
<tr>
<td>• Our school will deliver a broad curriculum</td>
<td>• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</td>
<td>• Strategies to support attendance and engagement of individual students include:</td>
</tr>
<tr>
<td>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</td>
<td>• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</td>
<td>• Meet with student and their parent/carer to talk about how best to help the student engage with school</td>
</tr>
<tr>
<td>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</td>
<td>• Relevant teaching staff will apply a trauma-informed approach (using <em>Calmer Classrooms: A Guide to Working with Traumatised Children</em>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</td>
<td>• Establish a Student Support Group.</td>
</tr>
<tr>
<td>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents</td>
<td>• Staff will attend professional Development on current discipline strategies and department guidelines</td>
<td>• Seek extra resources under the Program for Students with Disabilities for eligible students</td>
</tr>
<tr>
<td>• All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on]</td>
<td></td>
<td>• Develop a Behaviour Support Plan and/or Individual Education Plan.</td>
</tr>
<tr>
<td>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms</td>
<td></td>
<td>• Consider if any environmental changes need to be made, for example changing the classroom set up.</td>
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</tbody>
</table>

- Refer to internal support services eg Student Welfare Coordinator or Student Support Services
- Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies
<table>
<thead>
<tr>
<th><strong>Shared Behaviour Expectations</strong></th>
<th><strong>Appendix 3</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Engagement</strong> (participation in the classroom and other school activities)</td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Demonstrate:</td>
<td>Prepare <strong>preparedness</strong> to engage in and take full advantage of the school program</td>
</tr>
<tr>
<td>‣ <strong>effort</strong> to do their very best</td>
<td>Support their child in their preparedness for the school day and in the provision of a supportive home environment</td>
</tr>
<tr>
<td>‣ <strong>self-discipline</strong> to ensure a cooperative learning environment and model the school values</td>
<td>Monitor their child’s school involvement and progress and communicate with the school when necessary</td>
</tr>
<tr>
<td>‣ <strong>team work</strong></td>
<td>Are informed and supportive of school programs and actively participate in school events/parent groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
<th>All students are expected to:</th>
<th>Parents/Carers are expected to:</th>
<th>In accordance with legislation released March 1, 2014 the school will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ attend and be punctual for all timetabled classes every day that the school is open to students</td>
<td>ensure that their child’s enrolment details are correct</td>
<td>Proactively promote regular attendance</td>
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<tr>
<td>‣ be prepared to participate fully in lessons</td>
<td>ensure their child attends regularly</td>
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</tr>
<tr>
<td>‣ bring a note from their parents/carers explaining an absence/lateness</td>
<td>advise the school as soon as possible when a child is absent</td>
<td>Mark rolls accurately each day</td>
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<td></td>
<td>account for all student absences</td>
<td>Follow up on any unexplained absences promptly and consistently</td>
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<td></td>
<td>keep family holidays within scheduled school holidays</td>
<td>Identify trends via data analysis</td>
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<td></td>
<td>Support their child’s learning during absences and work with the school to re integrate after prolonged absences</td>
<td>Report attendance data in the school’s Annual Report</td>
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<tr>
<td></td>
<td>In accordance with DEECD procedures the school will:</td>
<td>Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Students are expected to:</td>
<td>Parents/Carers are expected to:</td>
<td>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</td>
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<td></td>
<td>• model the schools core values of diversity, achievement, responsibility and endeavour</td>
<td>• have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations</td>
<td>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</td>
</tr>
<tr>
<td></td>
<td>• always treat others with respect.</td>
<td>• Communicate with the school regarding their child’s circumstances</td>
<td>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</td>
</tr>
<tr>
<td></td>
<td>• never physically or verbally abuse others.</td>
<td>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
<td>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</td>
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<tr>
<td></td>
<td>• take responsibility for their behaviour and its impact on others</td>
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<td></td>
<td>• obey all reasonable requests of staff.</td>
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<td></td>
<td>• respect the rights of others to learn. No student has the right to impact on the learning of others.</td>
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<td>• respect the property of others.</td>
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<td></td>
<td>• bring correct equipment to all classes</td>
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<td></td>
<td>• comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes</td>
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</table>
### Stage 1: Promoting positive behaviour and preventing behavioural issues

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and teach school-wide expectations for all.</td>
<td></td>
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<tr>
<td>Establish whole school positive behaviour programs.</td>
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</tr>
<tr>
<td>Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.</td>
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</tbody>
</table>

### Stage 2: Responding to individual students exhibiting challenging behaviour

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).</td>
<td></td>
</tr>
<tr>
<td>Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)</td>
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<tr>
<td>Consider if any environmental changes need to be made.</td>
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<tr>
<td>Teach replacement behaviors.</td>
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<tr>
<td>Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support</td>
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<tr>
<td>Establish a student support group</td>
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<tr>
<td>Implement appropriate disciplinary measures that are proportionate to problem behaviours</td>
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<tr>
<td>Consider out-of-school behaviour management options such as Student Development Centres (if available)</td>
<td></td>
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</tbody>
</table>
Process for responding to breaches of Behaviour Expectations

### Rules

<table>
<thead>
<tr>
<th>Overall behaviour</th>
<th>Classroom Teacher Responsibility</th>
<th>Chaplain / Welfare Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must obey all reasonable requests of staff.</td>
<td>Follow the “5 Steps to Classroom Control”:</td>
<td></td>
</tr>
<tr>
<td>Students must always treat others with respect.</td>
<td></td>
<td>Implement a staged response:</td>
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<tr>
<td>Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</td>
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</tr>
<tr>
<td>Students must respect the property of others.</td>
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<tr>
<td>Students must bring correct equipment to all classes</td>
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<tr>
<td>Students must work to the best of their ability.</td>
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</table>

Follow the “5 Steps to Classroom Control”:

1. Remain calm
2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.
3. Reassert “I understand and we can discuss this later. Right now please…”
4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc
5. Follow through with graded consequences:
   a. Move student to another seat / isolated area of the classroom
   b. Remove to another classroom for time out
   c. Organise conference/restorative chat to include Welfare coordinator / Principal
   d. Inform and chat to Principal
   e. Keep student in at recess for a chat about behavior and consequences
   f. Seat student outside staff area for 10-15 minutes

Continued misbehaviour warrants:

a. Incident Report to teacher, welfare, principal.
b. Contact with parent after Principal consultation

### Appendix 5

Implement a staged response:

- Speak with the student prior to actioning
- Teacher or principal to ring and inform parent of misbehaviour in presence of Subschool Manager
- Behaviour sheet
- Attendance sheet
- Placement into VCE class
- Restorative chat with affected parties
- Behaviour Plans
- Student Contract
- Parent contact
- Student support conference
- After school detention
- Lunchtime detention
- In house suspension
- Recommendation to externally suspend and referral To Principal

### Attendance and punctuality
| Students must be on time to all classes | Check late pass. Adjust entry on CASES21 to Late | Speak to student about lateness and detain at end of lesson to discuss the issue. Report to Principal if ongoing. | Speak to student about lateness issues. 
Ongoing lateness: organise for parent conference to resolve issue. 
Follow through with student and / or parent/guardian/carer 
After three days of unexplained absence: Call the parent to organise an attendance conference as per the school’s attendance strategy. Inform Student Welfare Coordinator. 
Inform the Principal. 
Repeated offences are directly referred to Principal or Regional Office. |
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<tbody>
<tr>
<td>Students who are late to period one must report to the general office to get a late pass.</td>
<td>Speak to student about lateness and detain at end of lesson to discuss the issue. Report to Principal if ongoing.</td>
<td>Report to administration.</td>
<td></td>
</tr>
</tbody>
</table>

**Uniform**

- Students must adhere to the school uniform requirements.
- It is compulsory for all students to wear appropriate footwear at all times.

| Uniform | Check uniform pass. If no pass, inform student their name will be given to the Principal. Report extremes in appearance to Principal. | Send home a copy of the school uniform policy 
Check uniform pass. If no pass, ask student to remove the item of clothing, if appropriate. 
Contact parents for repeat offences | 

**Bullying**

- Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.

| Bullying | Report to Classroom teacher, Welfare teacher, Chaplain or Principal. | Contact parents and involve Student Welfare Coordinator. 
Refer to schools Acceptable Use Agreement. 
Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection. 
Refer to our school’s Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling. | 


### Property and security

- Students are to respect all school property.
- Students must not enter staff room or offices unless supervised.
- Students must bin all rubbish.
- Students must not have the following at school: chewing gum, medium felt pens.
- Students must return borrowed school material on time.
- Students must keep lockers tidy at all times. School will not be responsible for loss of valuables.
- Valuables such as phones are discouraged.
- Students must leave school bags in lockers or hooks.

- Electronic devices must not be used without permission. Personal devices must not be brought to school without permission.
- Classrooms must be left neat and tidy.
- Graffiti of any kind will not be tolerated.

### Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.

For repeated offences, refer to Principal
Confiscate the bag.
Confiscate iPod or mobile phone and take to the Principal’s office
Organise for students to remain behind and tidy the room or area.
Retain any evidence of graffiti and report to Principal Class
Necessary phones to be placed on teacher’s desk each day.

Some cases may warrant immediate suspension. This decision must be made by the Principal.
Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.

Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.
Contact parents and have consultation and consequential meeting.

Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.