



STUDENT ENGAGEMENT POLICY

Policy No.1.14

Rationale

This policy sets out the general principles and practices for behaviour expected from all members of the Wales Street Primary School Community.

Mission: Wales Street Primary School is an internationally minded community school dedicated to lifelong learning, helping to students achieve their personal best.

We achieve this by:

- Fostering inquiring students, who enjoy learning, are creative and self-motivated
- Enabling students to become active members in the local and global community
- Encouraging students to be reflective thinkers who are socially, environmentally and globally aware
- Celebrating growth and success

Guidelines for Implementation

In accordance with the in *Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009* this policy includes the following components:

1. School profile Statement
2. Whole school prevention statement
3. Rights and Responsibilities
4. Shared Expectations
5. School Actions and Consequences

1. School Profile States

The school ethos is to continually identify and meet the educational, physical, social and emotional needs of all students. This is enhanced by encouraging open levels of communication with students, staff, parents, neighbouring schools, community groups and the Department of Education and Training (DET). The school offers a broad and comprehensive range of curriculum programs that cover the Ausvels Dimensions and Domains.

Teachers use the Primary Years Programme curriculum model which is a trans disciplinary, concept-driven program which utilises inquiry learning approaches while developing a range of research, thinking, social, self-management and communication skills. The school believes that this approach will ultimately develop in students' self-esteem, the ability to think independently, and the confidence to apply their knowledge and abilities to the challenges that lie ahead with enthusiasm, confidence and commitment.

Through the implementation of the IB Primary Years Programme, Wales Street Primary School aspires to develop students who display the attributes of the learner profile and who are: caring, courageous, open-minded, principled, balanced, reflective, communicators, thinkers, inquirers and knowledgeable.

These values provide a framework for the development of self-esteem, resilience, leadership, positive role modelling and a sense of community.

Wales Street Primary School will operate according to the following principles:

- The educational needs of the students will be the primary consideration in all decision making.
- The School Council, staff and community will ensure mutual respect between all participants.
- All individuals are to be valued and treated with respect.
- Students have the right to learn without distraction in a secure/safe environment, where they are encouraged to fully develop their talents, interests and ambitions.
- Parents have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged.
- Teachers have the right to expect that they will be able to teach in an atmosphere of order and cooperation.
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- Principal and staff have an obligation to fairly; reasonably and consistently manage student behaviour.

2. Whole School Prevention:

As part of the School Strategic Plan 2012-2016, the student engagement and wellbeing goals are to improve student connectedness to school and related areas of student safety by providing a stimulating learning environment and improving teacher effectiveness across the school.

Strategies and programs that will improve student engagement and wellbeing include:

- IB Primary Years Program implementation ,
- A whole school approach to transitions,
- ICT centre and computer access in all learning spaces and classrooms
- Lunch club activities
- Opportunities for student leadership and responsibility through Junior School Council, House Captains and school community involvement.
- Prep buddies and cross age tutoring opportunities

Further, our school considers that a positive approach to behaviour is desirable in order to foster the concept of self-respect and fairness to children, teachers and the wider community.

In order to develop a positive approach to behaviour our school is committed to the following strategies:

- positive reinforcement
- developing self esteem
- encouraging friendships
- developing pride in the school and the wider community
- respecting and appreciating differences
- encouraging sharing, tolerance and compassion amongst all children
- parent teacher contact
- being consistent and fair in expectations of behaviour and their consequences
- encouraging organised and responsible play within our playgrounds
- involving children in decision making aspects of class essential agreement
- be consistent in reinforcing the code of behaviour in classrooms

Teachers should:-

- continually provide good teaching and learning practices and evaluate learning strategies
- provide responsible and thorough supervision
- encourage awareness and understanding of the school values.

3. Rights and Responsibilities

For Wales Street Primary School to be effective, it should provide a safe and happy learning environment which meets the needs of our children at all levels of their primary school life. At Wales Street Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

Our students are taught two main rights that apply to all:

- **Everyone has the right to learn without distraction**
- **Everyone has the right to feel safe and comfortable.**

These rights are supported by shared communal responsibility to maintain these rights by all students, staff and parents/carers. These rights apply to inside and outside the classroom.

Our school policy is based on:

- The right to be respected and treated with kindness
- The right to express ourselves
- The right to expect our property to be safe.
- The right to receive help and assistance from others
- The right to privacy
- The right to be treated fairly

Our school believes that a positive approach to behaviour is desirable. Such an approach should foster a school climate in which personal responsibility and self-discipline will be developed. This approach means that everyone is responsible for their own actions.

We all have responsibilities to:-

- respect others
- accept and obey school values
- respect our property and other people's property
- care for the school environment
- allow others to learn
- cooperate with others
- encourage good work habits
- be fair
- set a good example
- ensure a safe and happy school environment.

The school abides by the following acts as stipulated in *Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009*:

- *The Equal Opportunity Act 1995*
- *The Charter for Human Rights and Responsibilities Act 2006*
- *The Disability Discrimination Act 1992*
- *Education and Training and Reform Act 2006*

The school provides a positive culture where bullying by students, parents and staff is not accepted. All students have the right to learn, and the right to feel safe and secure in the school environment.

As a school community, we will not allow cases of bullying to go unreported but will encourage students to speak up and report any incidents they see or experience to staff immediately.

Bullying does not fit with the attitudes of the IB Primary Years Programme. Cyber bullying is addressed through the Units of Inquiry and the You Can Do It program as well as through whole school focus activities such as educational incursions that are linked to current well-being issues.

Wales Street Primary School has a Bullying Policy that is evaluated and reviewed every four years.

See Bullying Policy for more details and recommended DET websites.

www.cybersmart.gov.au

The Charter of Human Rights and Responsibilities Act (2006), outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

4. Shared Expectations

At Wales Street Primary School we share high expectations for the whole-school community.

Schools expectations – principals, teachers and school staff:

- All staff will respect and model the attributes of the Learner profile and the PYP attitudes
- All staff will act in a professional manner
- Staff will provide a safe and supportive environment
- Staff will teach an inclusive program that embraces and showcases the cultural diversity of our local and international community
- Staff will provide a quality, engaging educational program.

Student expectations:

- All students will respect and model the attributes of the Learner profile and the PYP attitudes.
- All students are expected to attend school regularly and be punctual.
- Students are expected to participate and work to the best of their ability.
- Students are expected to support the school's Anti Bullying policy and the rights and responsibilities as outlined in this document.
- All students are expected to come to school every day throughout the year. (If students cannot attend, their parent(s)/carer(s) must provide a suitable explanation to the school).
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Parent/ Carers expectations:

- Parents are expected to be aware of, support and model the attributes of the Learner profile and the PYP attitudes

- Parents are expected to act as a partner in the school's learning process
- Parents are expected to support the school in maintaining a safe and respectful learning environment for all students.
- Parents are expected to ensure that students attend school regularly and on time.
- Parents are expected to ensure that the enrolment details for their children are correct.
- Parents are expected to inform the school of their child/children's absence as soon as possible.
- Parents are expected to be aware of and support school procedures and events
- Parents are expected to respect all members of the school community

5. School Actions and Consequences

Wales Street Primary School believes in a whole school approach to developmental behaviour management and establishing relationship-based classroom practices. This is established at the beginning of the year through the 'Learning to Learn' program that aims to develop clear goals, expectations and understandings that are consistent throughout the school. This provides a common language throughout the school for all members of the community.

Wales Street PS practices a developmental class behavioural management process which is based on the two main rights and responsibilities.

Everyone has the right to learn without distraction

Everyone has the right to feel safe and comfortable

As part of the student behaviour management process there is a series of 3 consequences for inside and outside behaviour that will be incremental (a staged response).

Consequences for inside:

1. Warning
2. Time out/Isolation in the class
3. Exit- (isolation in another room) yellow card. Child returns the exit card to the teacher after 15 minutes for discussion and closure.

Consequences for outside:

1. Warning
2. Time out -Walk with teacher
3. Exit- inside (yellow card). Child returns the exit card to the teacher on yard duty in the office and is inside for the remainder of the break for discussion and closure.

Students are encouraged to take responsibility for their actions and are encouraged to participate fully and positively in all educational experiences. All timeout occurrences will be recorded in the class communication book/yard incident book.

If students are not compliant with the above process, they will be supported by the following:

- Counselling and support from welfare team/ welfare officer
- Time out to reflect
- Individual behaviour management plan for repeated inappropriate misbehaviour /ongoing monitoring
- Mentoring/ peer tutoring

- Parent support group meetings
- Broader educational experiences to engage and build positive self esteem such as lunchtime activities

Detailed records of time out and major and consistent breaches of the school values are kept and form the basis of individual plans and programs to support children in need of special attention.

Discipline procedures that are required for more serious misbehaviour will abide by the guidelines in the *Effective Schools are Engaging Schools 2009* document in relation to suspension and expulsion.

Suspension procedures will be applied when there is no other course of action available in response to the student's behaviour.

A student may, by order of the principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student;

- behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities
- commits an act of significant violence against a person or property or being knowingly involved in the theft of property
- possesses, uses, or assists another person to use prohibited drugs and substances
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaves in a manner that interferes with the well-being, safety or educational opportunities of any student
- engages in behaviour that vilifies, defames, degrades or humiliates another person.

Expulsion procedures will be implemented when all other options have been exhausted and where the well-being or safety of another student is at risk.

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- the student does anything for which they could be suspended
- the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

The principal will refer to the process outlined in the *Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009*.

Whole school attendance

- Whole school modelling of punctuality is expected and regularly monitored
- Ongoing unexplained lateness/absences will result in a formal attendance conference being organised by the Welfare team.
- The school recognises illness as reasonable ground for an absence.
- Student attendance figures will appear on the student's mid-year and end of year reports.

Resources:

Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009:

The Equal Opportunity Act 1995

The Charter for Human Rights and Responsibilities Act 2006

The Disability Discrimination Act 1992

Education and Training and Reform Act 2006

Wales Street PS Student Wellbeing Framework 2015

Wales Street PS Staff Manual 2015

Websites:

Effective Schools are Engaging Schools – Student Engagement Guidelines

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Safe Schools are Effective Schools

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

Human Rights

http://www.education.vic.gov.au/hrweb/workm/other/Human_Rights.htm

Health and Wellbeing

<http://www.education.vic.gov.au/healthwellbeing/default.htm>

Evaluation:

This policy will be reviewed as part of a three year review cycle .