



“Working Together for a Better Future”

STUDENT ENGAGEMENT POLICY

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 supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school’s policies and procedures for responding to inappropriate student behaviour.

Wallan 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.

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POLICY

1. School profile

Wallan Primary School was established in 1857 and is approximately 50 kilometres north of Melbourne. We have 600 students enrolled from Foundation to year 6 and 60 staff members including a Wellbeing Leader, and ES integration and reading support aides. We are well supported by a Student Support Service Officer and a Koorie Engagement Officer who attend our school weekly.

Our school is situated in the township of Wallan. Most students that attend our school live in the township and attend Wallan Secondary College after Grade 6. Wallan Primary School is well supported in the community by the Wallan and District Community Bank and has ready access to the sporting facilities provided by Mitchell Shire. The school enrolment is fluid with students leaving and new enrolments beginning throughout the year, typically the school population will change by 10%.

Wallan Primary School is becoming more culturally diverse with 20% of families having a language background other than English. There are 23 languages other than English spoken at home with the largest groups being Samoan and a variety of Indian dialects. The school also has a small representation from the Koorie community. There is a well developed program to support students funded under PSDMS and student in Out of Home Care arrangements.

Wallan Primary School promotes engagement, positive behaviour and respectful relationships for all students in the school. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Wallan Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of the school community are encouraged to live and demonstrate our core values of Getting Along, Confidence, Persistence, Organisation and Resilience.

Our school motto is "Working Together for a Better Future" and is clearly demonstrated through active student, family and staff participation and collaboration in the development and implementation of policies and programs throughout the school.

Our Statement of Values and School Philosophy can be found on our school website.

3. Engagement strategies

Wallan Primary School provides a safe and positive learning environment for all students. We expect our students to strive for their personal best in all that they do so that they will experience a sense of achievement. We have high expectations of all. There is a shared expectation between the school and its community that everyone will demonstrate and value acceptance and connectedness. The school values of Getting Along, Organisation,

Confidence, Persistence and Resilience are incorporated into all classroom programs throughout the year as well as a strong emphasis on Anti bullying and Cyber bullying. When these values are demonstrated by the students of Wallan Primary School, they are recognised and celebrated.

At Wallan Primary School we have a wealth of programs in place utilising a whole school approach to support and increase student engagement, establish positive behaviour management and monitor student attendance. These include the following:

- T.E.A.M. (Together Everyone Achieves More). This long established program begins our school year. We establish classroom routines and expectations for meeting the school values, behaviour, working in teams and engagement in each classroom. Through this program classroom rewards are established along with classroom codes of conduct. T.E.A.M. is revisited throughout the school year, particularly at the beginning of each term.
- A Wellbeing focus on “Personal and Social Capability” explores the skills students need to function positively and happily in the school environment and in society.
- School wide values of Getting Along, Organisation, Confidence, Persistence and Resilience.
- Grades 1-6 participate in a fortnightly Team Building activity which provides students with scenarios and examples to explain and demonstrate the school values, social skills, problem solving, decision making, leadership, team work, relationships, etc.
- Whole school approaches to teaching Literacy, Numeracy and Inquiry are well established throughout the school. Our teachers are highly skilled at organising teaching and learning experiences using curriculum that is precisely planned at the point of need for each individual student in their class. All lessons and tasks are differentiated.
- Whole school approach to behaviour management is embedded into our practice and our documented approach to behaviour management utilises the Assertive Discipline and Restorative Justice approaches. Even at its most informal level the questions of Restorative Justice are used to support student understanding of social equity in relationships, empathy and personal accountability.
- Bullying, cyber bullying, violence and harassment will not be tolerated in any form. All staff take reports of bullying behaviour seriously. All reports of bullying and cyber bullying are thoroughly investigated and appropriate consequences are given. Parents are informed of any bullying behaviour concerning their child. An ‘Anti-Bullying Information for Parents’ pamphlet is included in our enrolment pack.
- Classroom teachers establish positive relationships with students and their families. It is expected that two-way communication will occur. The teachers make regular contact with families for areas of concern and to relay positive news and reasons for celebration. Phone calls to families are also made by Leading Teachers to support student management.
- Social groups are planned for according to current student needs in order to support problem solving skills, conflict resolution and the development of social skills amongst peers.

- The Assistant Principal supports the Wellbeing role. Part of this role is to support students, staff and families. The Assistant Principal supports the Program for Students with Disabilities and is involved with prevention measures such as supportive and restorative conversations in small groups and individually, working with families to support behaviour management and providing teaching staff with different approaches to support students in their classrooms.
- The school is supported by a Student Support Services Officer (SSSO) psychologist, as well as access to support professionals such as a Speech Pathologist and Occupational Therapist. The school may also access outside services such as Child Protection and Family Care.
- Student absences are monitored at both the classroom and the administrative level. All classrooms acknowledge and celebrate on time attendance daily. All absences are followed up with families. If a student is absent for two consecutive days the Attendance Officer makes a courtesy call to check on the student's wellbeing. If absences are regular or prolonged the Assistant Principal may implement a range of strategies such as further phone calls, letters home, parent meetings or the Implementation of DET Attendance Guidelines.
- Student Leaders are an important component of the Grade 5 and 6 programs. School and House Captains and Class Captains are elected by their peers. Elections are held at the beginning of the school year. They meet regularly to build leadership capacity and plan ways that they can make improvements to the school and to support the wider community. The two School Captains run the whole school assembly each week. Students also meet regularly at a cluster level to share skills with peers from neighbouring schools.
- A lunchtime clubs program runs daily throughout the school year. It provides an alternative for those students who would prefer not to spend the whole of the lunchtime break in the yard. The library is open daily as well as a variety of programs that include indoor games, art activities, drama, choir, homework club, boys/girls club, IT and working in the vegetable garden, to name a few.
- "The portable" is open every recess and lunchtime where students can seek support with yard issues and can develop positive social interactions.
- Weekly newsletter items focussing on student participation in the wider school program and student achievements.
- Parent helpers and volunteers are encouraged in all year levels and for all curriculum activities.
- All PSD funded students, ATSI students, students living in Out of Home Care arrangements, EAL students will be provided with an IEP.
- Students with additional needs may be referred to external services support as needed, such as DHHS, Child Protection, NEXUS, Headspace and local providers such as paediatricians, psychologists, speech therapists.

4. Identifying students in need of support

Wallan 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.

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.

Wallan 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.
- Attitudes to School survey data.
- School Level Report data.
- Parent Survey data.
- data from case management work with students.
- data extracted from software such as CASES21 or SOCS or Sentral Management System.

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 families by:

- ensuring families are aware of the school's Student Engagement Policy.
- maintaining effective school to home and home to school communication.
- providing volunteer opportunities to enable families and students to contribute to school programs.
- involving families with homework and other curriculum related activities.
- involving families as participants in school decision making.
- coordinating resources and services for the community, families, students and the school.
- involving families in student support groups.

Parents are expected to act in a respectful and constructive manner when dealing with our school.

More details in parent responsibilities and consequences for inappropriate behaviour are outlined in our *Statement of Values*.

5. Student 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 and School Philosophy, highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School Philosophy. Student bullying behaviour will be responded to consistently with Wallan Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wallan 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.

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 Team Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

The broad guidelines for the school are:

- School rules will be explicitly taught to students and revised regularly throughout the school year.
- School rules will be displayed around the school, in classrooms, in the annual Staff Handbook and in the CRT information folders.
- School rules will be implemented consistently, fairly and in a non-confrontational manner.
- Classroom rules will be written annually in collaboration with students. These will be revised regularly as part of the Together Everyone Achieves More (T.E.A.M.) program and be displayed in classrooms.
- Teachers will share the responsibility of managing student behaviour and supporting individual needs of students.
- A climate of personal responsibility and self-discipline will be nurtured.
- When managing an incident, staff will follow the documented processes.
- Bullying (physical, verbal, social/emotional or cyberbullying), violence and harassment will not be tolerated in any form.
- All families will have access to this policy via our school website.
- All behaviour incidents will be documented.

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

STUDENT BEHAVIOURAL EXPECTATIONS

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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.
- detention.
- behaviour reviews.
- Suspension.
- Expulsion.

Where appropriate, families will be informed of consequences given.

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at the school under any circumstances.

Wallan Primary School is committed to the safety and wellbeing of children and has zero tolerance for child abuse both during and outside school activities.

The school values family input into its operations and curriculum offerings and seeks feedback through the Parent Opinion Survey and from parent representatives on School Council.

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SCHOOL ACTIONS AND CONSEQUENCES

Wallan Primary School's behaviour management approach is based on an Assertive Discipline model and the Restorative Justice approach. The program encourages students to accept responsibility for their actions and respect the rights of others. It also promotes the notion "making things right" when things go wrong.

A stepped plan for inappropriate behaviours, as well as rewards for appropriate behaviour has been documented. The success of the program relies on the principles of fairness and consistency.

CLASSROOM RULES:

At the beginning of the school year each classroom teacher, in conjunction with their students, will create their classroom culture as part of the school wide T.E.A.M. program. Classroom rules and agreements outlining how the classroom will operate, will be displayed and implemented in the classroom. Rules and consequences will be reviewed at the beginning of each term and then again as required.

A protocols checklist of 'non negotiables' will provide an outline of expectations and the establishment of routines.

Positive classroom consequences:

Positive consequences for whole class and individuals are to be clearly outlined in all classrooms and are to be evident all day, every day.

These may include: verbal praise, sticker charts, marbles in the jar, raffle tickets, Gold Tickets, etc. Staff do not include food rewards. Both individual and whole class rewards must be evident and clearly outlined in all classrooms.

Gold Tickets are the whole school reward. These are given for positive displays of behaviour. Gold tickets are drawn from a raffle system each week at the whole school assembly and students receive a "Principal's Award." Gold tickets are calculated weekly and totals contribute to the winning house which is announced each term. The House Shield is awarded to the winning house at the end of each school year.

"Student of the week" award is selected by classroom teachers at the end of each week and given to students who demonstrates school values. Students receive recognition and a prize from the Principal.

Behaviour Narration used when a student is behaving inappropriately:

- Give explicit directions (tell students exactly how you want them to behave using instructional "adult" voice)
- Use the "2 second rule" (within 2 seconds describe the behaviours of, and name, those who are on task)
- Narrate behaviour of 3 students (using "adult" voice and their names)
- Use behaviour linked rewards (approximately 10 per hour- keep it simple)
- Use the "10 second rule" (after a direction you correct off-task or disruptive behaviour)
- Redirect – restate direction calmly before taking corrective action
- Corrective Action – provide consequence from published list

- Use the “1 minute rule” (to keep appropriate behaviour on track for the duration of the task)

Whole Class Strategies:

- Establish and maintain clear and predictable routines and transition protocols, revise often.
- Engage often with individuals who may have differentiated programs, “It’s your program!”
- Have “with-it-ness”. A teacher’s awareness of what is going on in all parts of the classroom at all times **and the communication of this awareness to students both verbally and non verbally.** (Marzano 2003)
- Predict and provide movement breaks for key students.
- For repeated behaviours, determine what the student is attempting to “access or avoid.”
- Ask a Leading Teacher to observe your practice and provide feedback.
- Read files provided in Academic Tubs, deescalation plans, individual plans and implement recommended strategies.
- Communicate with parents regularly.

Low level classroom behaviours:

eg: annoying, interrupting, attention seeking but not dangerous.

- Ignore, provide positives at first sign of compliance.
- Redirect, distract, reengage.
- Behaviour resulting in time off task, is to be made up at the next break. Use a timer, turn the timer off **immediately** the student complies in any way. During this time use minimal dialogue, calm manner, no emotion, no negotiation, continue with your program.
- Engage in conversation after the student is calm, determine a catalyst, how can you support, etc.
- The student will be expected to participate in a restorative conversation or action and / or complete unfinished work at a suitable time.

Medium level behaviours:

- Persevere with the strategies above, including use of the timer.
- Do not engage in unnecessary or confrontational conversation, use a flat tone with no emotion, calmly repeat expectations.
- The student will be expected to participate in a restorative conversation and / or complete unfinished work during their next break.
- If behaviours are escalating, begin the following stepped warning system:
 - Warning 1: Record student name in “behaviour book or chart.” Do NOT display publically.
 - Warning 2: A cross is recorded (not publically) against the student’s name.
 - Warning 3: A second cross is recorded against the student’s name. The student is ‘timed out’ to the School Leader’s classroom with relevant work for the remainder of the session. The incident is logged on Sentral. The family receives a text to inform them of the behaviour.

- Warning 4: If the child returns to their room and the behaviour continues, a third cross is placed against the student's name. A leading teacher is called to assist, redirect, reengage and / or remove the student to "the portable" until after the next break or for the remainder of the day. The student will be given appropriate work. The incident is entered on Sentral. The family will receive a text to inform them of the behaviour.

Be mindful of the following:

- do not have a negative conversation in front of the student when they are already escalated.
- sending an already escalated student into another classroom.
- undesirable combinations of students in the destination classroom.
- a Leading Teacher can be called to "escort" the child to a time out or to a different cohort if that is deemed more appropriate or if there is a risk the student will not arrive safely.
- students may be sent to another room to calm down. This can be used as a preventative strategy and does not necessarily need to be logged on Sentral.

High level behaviours:

eg: violence, aggression, threatening behaviour, high level swearing, high level disrespect or insolence

- Use the stepped warning process, bypass warnings if the situation becomes unsafe.
- Call the office for assistance. The office will ask "is anyone in danger of being hurt." If the answer is "yes", a Leading Teacher will respond immediately. If the answer is "no", the next available Leading Teacher will respond when possible.
- Leading Teachers will follow the management strategies provided for any students who have an IEP.
- In most cases, a Leading Teacher will assist as follows:
 - F/1/2 – when compliant, students will be timed out for 10-15 minutes in an adjoining space to the classroom, or in the portable. Where possible, students will be reengaged into the classroom.
 - 3/4/5/6 – will be timed out to the portable for a period of time determined by the behaviour and the ability of the student to restore and reengage. This could be the remainder of the session including the next break, or it could be the rest of the day.
- The length of a timeout will be determined by the level of behaviour and the behaviour of the student following the removal.
- If a student is timed out to the portable during the last session of the day, or if the behaviour occurs late in the day, they will complete their time during session one of the following day.
- It is vital that the teacher reconnects with the student when they return to class.

If students or staff are in danger:

- Bypass the warning system, call the office immediately and make it very clear that safety is compromised.
- Remove the classroom to a safe area, attempting to keep the student in sight if possible.
- If a student leaves the classroom or school grounds, attempt to keep them in sight, do not chase, watch from the greatest distance possible, call the office immediately.

Ongoing behaviours:

- If undesirable behaviours are ongoing, individual management plans and/or deescalation plans may be created in consultation with the teacher and family.
- Maintain regular, supportive communication with the family.
- A Leading Teacher can support with classrooms observations and advise on strategies.

Data regarding call outs from classrooms is discussed weekly by the Executive team. Only the Principal can issue a suspension.

YARD RULES:

- Move and play safely.
- Care for yourself, others and all property.
- Resolve problems calmly, sensibly and fairly.
- Respect others through your words and manner.
- Play well and allow others to do the same.
- No Hat, No Play (beginning of September to end of April).

It is expected that all staff on Yard Duty will:

- Listen to all involved and attempt to resolve a yard issue using the restorative approach, restorative questioning, discussing details with those involved and any witnesses.
- Use the following Restorative Justice questions:
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
- Follow-up may include an apology, restorative action or community service.
- Record details and follow up actions on Sentral.
- Tell “victims” what you are going to do / have done.

Walk and Talk / Detention Process:

- Walk and talk strategy is managed by the yard duty teacher.
- Detention and yard exclusion is managed by the Assistant Principal.
- Minor incident – use the “walk and talk” approach which includes an immediate loss of play time whilst engaging in a restorative conversation with the yard duty teacher

at the time of the incident, an restorative action such as apology or logical community service may be appropriate. The decision and outcome will be made clear to all involved. This may be logged on Sentral if you think it is necessary to have a record of it.

- Walk and Talk strategy should be used for almost ALL yard issues. It is an immediate and effective loss of their time whilst they discuss the issue.
- Major incident – record on Sentral. Students will receive a “detention” resulting in the loss of half of the student’s next lunch break. This occurs on the following day.
 - F/1/2/3 will do their detention with the Assistant Principal
 - 4/5/6 will do their detention with their year level coordinator.
- After multiple detentions or repeated behaviours, students may be excluded from the yard for a period of time to ensure the safety of others.
- ES staff will record incidents on “pink forms” and pass to the Assistant Principal who will log them on Sentral.
- Behaviour data can be accessed by all teaching staff on Sentral.
- Teams are expected to discuss behaviour regularly, celebrate achievements and discuss goals at the cohort, grade and individual level.
- Data is discussed weekly by the Executive Team.
- Alternative yard strategies may include:
 - Supervised breaks in the portable with the Assistant Principal.
 - Supervised breaks in the yard with support staff.
 - Reintroduction to the yard using a staggered approach.
 - Support with making and maintaining friendships.
 - Participation in social skills groups.
 - Linking with a lunchtime club activity.
 - “Checking in” with the Assistant Principal at the portable at the beginning and end of each break.

7. Engaging with families

Wallan 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, supported by our Communicating with School Staff policy.
- 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

Wallan 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
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy

Bullying Prevention

Child Safe Standards

Current version of this policy

This policy will be regularly reviewed and updated to take account of the new laws and technology and the changing school environment when required.

Last DET update: Feb 2018

Endorsed by School Council:

Next review: 2019