



**PRESTON
PRIMARY SCHOOL**

1494

STUDENT ENGAGEMENT POLICY

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STUDENT ENGAGEMENT

INTRODUCTION

DEFINITION

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.

Cognitive engagement relates to a student's investment in learning and their intrinsic motivation and self-regulation.

RATIONALE

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

PURPOSE

To relate to and be consistent with the 'Effective Schools are Engaging Schools: *Student Engagement Policy Guidelines*', in areas such as

- the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent participation and student/parent voice
- building a school environment based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning.

SECTION 1

SCHOOL PROFILE

SOCIAL:

Preston Primary School was established in 1875. It is a school with a rich and proud history of state education. In the 1950s it was one of the largest schools in the State. In previous times it has also been known as Tyler Street Primary.

Preston Primary is unique in that it is a multi-site school. Student enrolments have risen steadily over a number of years and there is currently a regional approved ceiling of 750 students. Students in Grades Prep and One are located at the Bowden Street site with Grade Two to Six students at the Tyler Street site. In 2012 the Grade Prep and One students moved in to a new teaching and learning space on the Bowden St site. The old building was demolished and significant landscaping works were undertaken.

Preston places great emphasis on student's emotional and social wellbeing as well as academic outcomes and as such is a high performing school. We consistently perform at or above state benchmarks in all areas.

Preston Primary puts emphasis on small straight grades; we currently have an average of 21 students per grade across the school. The allocation of resources has been directed at employment of classroom teachers to enable us to maintain these small classes. Our commitment to small classes ensures the best possible basis upon which to build further learning.

EDUCATIONAL:

At present there are 35 classroom teachers supported by 9 specialist teachers who provide a very structured and broad curriculum. There is a comprehensive Physical Education program which includes two specialist sessions a week in years prep to three and an inclusive sport program for years 5 to 6. Due to the size of the school we enter two teams in all interschool sports. Our interschool sporting teams regularly make it through to district, regional and zone levels. Italian is offered as a Language Other Than English.

The school has made a significant commitment to the development of The Arts over a number of years. We have embedded the Arts into the fabric of the school. The Arts is about students developing new skills in Visual and Performing Arts including music, dance and drama. An annual highlight of the school calendar is the Art Show which showcases all of the Arts programs including visual art, dance, drama and music. Students are exposed to each of the elements of the Arts Program throughout the year. This allows them to experience new activities and opportunities to develop their sense of self. In 2014 a new a new building was constructed using locally raised funds which is now primarily used for performing arts lessons.

The school believes its curriculum leaders should be classroom based modelling from the front. The school is organized into grade level teams. In conjunction with the curriculum co-ordinator the teams work closely together to plan all aspects of the curriculum. The leadership team consists of the Principal, Assistant Principal and five Leading Teachers and they meet regularly to monitor all aspects of the school.

Preston Primary is passionate about education and is determined to be a school that children love to attend, where the staff is proud to work and the aspirations of parents are met. Embedded in the culture of the school is the ethos that every child should be challenged and encouraged to reach their full potential.

SCHOOL VALUES

To sustain a culture throughout the school in which every student has the opportunity to reach their full potential in a caring and supportive environment. To provide a range of stimulating and engaging programs which highly value and enhance personal learning and wellbeing, sporting and creative development.

Respect

Teamwork

Resilience

Learning Success

- At Preston Primary we are committed to creating an encouraging environment which promotes and **supports excellence in learning**, recognises individual **success**, and **demonstrates respect and teamwork** between students, staff, parents and the wider school community.
- All stakeholders strive to develop skills, knowledge and confidence which promote personal **resilience**.
- We foster **positive mutual interaction** so all stakeholders can show **respect** and honesty with each other.

TECHNOLOGICAL:

- Preston Primary School has identified the need to stay abreast of the significant changes in technology and ensure we embed 21st century learning skills into all programs
- The school currently has a ratio of 1:5 notebook computers to students
- Banks of notebook computers are leased for all grade levels to facilitate flexibility in the use of technology
- Grades 3 & 4 have a bank of 30 iPads each which are used across the year level
- We have a one to one iPad program in Grades 5 & 6.
- Significant upgrades of ICT infrastructure have occurred in recent years to ensure we are able to maintain a robust and reliable network.

ENVIRONMENTAL:

- Playgrounds at both sites have had significant recent upgrades
- Artificial turf has been laid at the senior school which has significantly increased useable play and teaching space for PE.
- A covered outdoor learning area (COLA) at the senior school allows for the whole school to meet for assemblies and for PE classes to take place on hot or rainy days.
- The Junior School consists of a new building which was first occupied in 2011. The site is now a state of the art facility for our Grade Prep and One students.
- A new multi-purpose building was built at the senior school in 2014.

SECTION 2

WHOLE SCHOOL PREVENTION

At Preston Primary School our positive school culture is based on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted. Our professional learning teams encourage innovative curriculum developed using AusVELS.

We have a proactive approach to promoting student wellbeing and engagement through:

- Modelling positive behaviour
- Establishing clear understanding of expected behaviour
- Reinforcing appropriate behaviours
- Delivering consequences in a non-punitive way

PREVENTION PROGRAMS

Promoting and teaching pro-social values and behaviours helps children to engage with school, their peers, their teachers and their learning.

We have a number of strategies to promote pro-social values which include:

- Providing opportunities for students to learn about and demonstrate personal and communal responsibilities at school, eg through curriculum programs that embed the AusVELS dimensions of Building Social Relationships, Working in Teams, The Individual Learner, and Managing Personal Learning. Students also develop and extend their understanding and demonstration of personal and communal responsibility through specific learning programs within the Physical, Personal and Social learning.
- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention of inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent- teacher contact; information in the newsletter; diverse and engaging curriculum programs

DEVELOPMENTAL APPROACH

Our school responds to individual needs through a developmental management approach to classroom behaviour. The main aim of the program is to develop a consistent approach to the building of positive relationships between students and their teachers.

At school people have three main rights:

- the right to learn
- the right to be safe
- the right to be respected

At school there are two kinds of responsibilities:

- Personal responsibility (I do the right thing)
- Communal responsibility (I encourage others to do the right thing)

INCLUSION, WELLBEING AND TRANSITIONS

The student wellbeing team at Preston PS provides a range of supports for all students. The team consists of the Principal, Assistant Principal, Leading Teachers, Team Leaders and Education Support Officers. The school team is supported by DET speech pathologist and educational psychologist, and other DET staff as required.

The wellbeing team works closely with other agencies at times, such as Austin CAMHS and specialists such as occupational therapists.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Connecting to the school, local and global community, eg, through learning sessions, excursions, and the internet
- Student Leadership programs such as: Student elected School Captains and Vice Captains, House Captains and Vice Captains, Junior School Council and other roles of responsibility provide opportunities for students to influence change within the school community.
- Multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as School Council, classroom helpers, excursions, fundraising activities, bi-annual fete, feedback through the school newsletter, Wednesday Weekly.
- Extra-curricular programs, such as, the performing arts program camps, cultural performances, and whole school event days
- Intervening early to identify/respond to student needs for social and emotional support.
- Recognising and responding to the diverse needs of our students through the EAL (English as an Additional Language) and PSD (Program for Students with a Disability) Support program, Whole School Event Days and cultural days
- Student-led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program
- Adapting current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Encouraging students to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.
- Adopting a whole school approach to encourage engagement and build pride, respect and responsibility.
- Developing intensive literacy and numeracy improvement strategies and implementing as part of the school improvement agenda and in responding to the changing demographics.
- Encouragement and provision of professional learning for teachers is given high priority to ensure strategies and approaches are adopted and implemented.

ATTENDANCE

We understand that maximum attendance is a key to student engagement and successful learning outcomes.

Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

In compliance with Departmental procedures school staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences
- Follow the 2014 School attendance guidelines that apply to all registered schools in Victoria
- Record, monitor and follow up on absences
- Provide parents with cumulative absence data each semester

SECTION 3

RIGHTS AND RESPONSIBILITIES

GUIDING PRINCIPLES

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Preston Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self-discipline are developed and acknowledged.

It is not possible to list rules to cover every classroom and playground situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence.

Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

School Rules

There are five basic school rules:

- Move and play safely
- Care for yourself, others and property
- Follow teachers' instructions
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and actions

Bullying is seen as a serious breach of the student rights and responsibilities AND will not be tolerated in any form.

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.

WHOLE SCHOOL:

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations from the school community	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

STUDENTS:

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn

STAFF:

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self-esteem To communicate positively with parents and peers
To expect students to follow the Engagement Guidelines	To follow the Engagement Guidelines. To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents

PARENTS:

Rights	Responsibilities
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	Ensure students attend school and have the appropriate learning materials and attitude Provide children with the resources they need to engage in all school activities Support children in home learning tasks
To be respected	Act fairly with care Listen and consider different points of view Be an active partner with teachers in the education of children Support the school in maintaining a safe and respectful learning environment for all students.

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

STUDENTS WITH DISABILITIES

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. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.

STUDENT SUPPORT

An Individual Learning Plan (ILP) is required for all students with additional learning and/or behavioural needs.

The plan describes a set of goals and strategies to meet learning goals for the student.

Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength-based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, eg, speech therapy, counselling, occupational therapy

PARENT(S)/CARER(S) SUPPORT:

Parent involvement when developing an ILP is essential, as their input about how they can support at home is critical to success.

Regular meetings with parents are essential to maintain open lines of communication between home and school. A teacher may request meetings with parents on an as needed basis. All students with ILPs will require a higher level of teacher-parent communication and support than students without ILPs.

Student Support Groups are established for all students with disabilities. The aims of the SSG are:

- to ensure that those with the most knowledge of, and responsibility for the student, work together
- to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student

Membership consists of the classroom teacher, and parent/guardian/carer. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.

SECTION 4

SHARED EXPECTATIONS

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Students at Preston Primary School have:

- **The right to learn**
- **The right to be safe**
- **The right to be respected**

Preston Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

CODES OF CONDUCT

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

STUDENT CODE OF CONDUCT

The student code of conduct is based on our school rights:

- the right to learn
- the right to be safe
- the right to be treated with respect

Students are expected to:

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs

We support students to achieve these by:

- rewarding effort and positive behaviour
- modelling appropriate behaviour
- differentiating learning programs for all students

ATTENDANCE

- Students are expected to be at school so that they can fully participate in the school learning programs.
- Students are expected to be at school to commence lessons at 9am.

PARENT CODE OF CONDUCT

Preston PS values a strong and constructive parent and community connection. Our learning community includes students, staff, parents and carers.

Parents are expected to:

- display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- support school procedures and make appointments where there is a concern to be discussed

Support the implementation of Student Expectations by:

- following attendance and punctuality procedures
- supporting home learning
- supporting school expectations around student behaviour
- observing confidentiality when participating in school programs and communication

Support staff in their educational expectations of children by:

- Providing the school with any relevant information which will assist their child's education and well being
- Attending parent teacher meetings and conferences
- Reading school newsletters and information notices
- Returning notices on time

STAFF CODE OF CONDUCT

Teachers are expected:

- To lead students and colleagues by modelling preparedness, respect, learning dispositions and by making positive contributions to the learning community
- To be conversant with DET policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- To deliver a curriculum of inclusion, rigour, and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence
- To adhere to the Victorian Institute of Teaching principles outlined in the Victorian Teaching Profession Code of Conduct

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate, for individual students
- empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- providing an environment that fosters positive behaviours and effective engagement in learning
- recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter and magazine articles, and leadership opportunities

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies

SECTION 4:

ENGAGEMENT

STAFF ENGAGEMENT

The school leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

The staff will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that (supports) challenges and extends students learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture

BEHAVIOUR

Preston Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours

The staff will;

- use the Student Engagement policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.

STUDENT ENGAGEMENT

All students are expected to;

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences

ATTENDANCE

All students are expected to come to school every school day throughout the year. (If students cannot attend their parents/carer must provide a suitable explanation to the school).

Absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DET philosophy of **'It's Not OK to be Away'**.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, they are aggregated on to our CASES database and communicated to DET
- The school recognises illness as a reasonable ground for an absence.
- The Classroom Teachers and Principal will closely monitor student attendance through the evaluation of the following student absence reports on eCASES21.
- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the classroom teacher or nominated representative.
- The Principal or delegates will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services and DET
- Student attendance figures will appear on the student's mid-year and end of year reports.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- Parents will be reminded regularly through the school newsletter that students should not arrive at school prior to 8.45am as they will be unsupervised.
- Any students who need to be at school due to family reasons prior to 8.45am must be enrolled in the OHSC program.

BEHAVIOUR

All students will;

- Support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

PARENT/CARERS ENGAGEMENT

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- Parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner

ATTENDANCE

Parents/carers are expected to ensure that:

- enrolment details for their children are updated and correct at all times
- children attend school regularly
- when a child is absent from school, parents/carers advise the school as soon as possible.

BEHAVIOUR

- Parents/carers should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.
- Parents are not permitted to approach other parents or students in the yard regarding behaviour issues.
- Parents need to discuss all behaviour issues with the classroom teacher, Principal or Assistant Principal

SECTION 5

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations providing personalised learning programs, where appropriate, for individual students
- empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- providing an environment that fosters positive behaviours and effective engagement in learning recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter and magazine articles, and leadership opportunities

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers providing consistent school and classroom environments
- scaffolding the student's learning program

Broader support strategies will include:

- involving and supporting the parents/carers involving the student wellbeing coordinator tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies

Preston Primary School has a series of actions and consequences. These actions and consequences are used to support individual students and their families, via a staged response approach, which is consistent across the school. The students have some ownership in this process by negotiating the classroom protocols at the beginning of each year.

REWARDING POSITIVE BEHAVIOUR

Staff across the school may:

- Provide positive notes for students to take home
- Provide positive reinforcement and feedback
- Present certificates of achievement to students
- Celebrate the success of individuals and groups of students at grade level assemblies and class meetings

CLASSROOM STAGED RESPONSE

Individual class lessons and logical consequences are provided at Preston Primary School. When positive behaviours are not demonstrated by individual students in the classroom or specialist classes the following staged response is put in place:

1. A warning is given allowing the student to change their behaviour
2. Subsequent warning – student changes room situation
3. Further warning- the student is removed from the class and sent to a buddy class
4. If behaviour continues, parents notified by the classroom teacher, Team Leader, Principal and or Assistant Principal

The severity of the incident may require immediate removal from the class to ensure safety of all children.

YARD STAGED RESPONSE

When positive behaviours are not demonstrated by individual students in the yard, the following staged response is put in place:

1. Clarify that the student has attempted to resolve the problem
2. A warning is given allowing the student to change their behaviour
3. The yard duty teacher provides a relevant outcome, which could include sending the child to “time-out” in the eating area for an allocated time, sending the student to a different area of the yard to play.
4. If a situation arises when additional assistance is required, the student is sent to the office. The Team Leader/Principal/Assistant Principal will then follow up the behaviour and the parents notified if needed

ONGOING BEHAVIOURAL ISSUES

For students who exhibit ongoing behavioural issues; these strategies may be used:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit teaching of appropriate behaviours
- Monitoring and providing feedback – this may be in a parent communication book or a student diary
- Providing Time Out allowing students to have a ‘cooling off’ period
- Withdrawing a student from an activity, class, sporting event, incursion or excursion due to inappropriate behaviour
- Providing an alternative educational setting within the school
- Counselling for individual students to modify behaviour
- Student support meetings which may involve parents, the Principal, relevant DET staff or outside agencies
- In school suspensions for serious and/or continual misconduct. This will be implemented after parents have been notified
- Suspension and Expulsion. For serious disciplinary measures the school follows appropriate DET Guidelines.

DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION

SUSPENSION

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further in this guidance.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Convening of a support group

GROUNDS FOR SUSPENSION

The student's behaviour must have occurred:

- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

In determining whether to suspend a student the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place the next day.

EXPULSION

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion can not be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community.

Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance.

GROUND FOR EXPULSION

In order for expulsion to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school; or
- travelling to or from school; or
- while engaged in any school activity away from the school; or
- travelling to or from any school activity

The student's behaviour must meet one or more of the following conditions:

a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

b) causes significant damage to or destruction of property;

c) commits or attempts to commit or is knowingly involved in the theft of property;

d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

AUTHORITY TO EXPEL A STUDENT

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

Removing a student from school while considering an expulsion

If a student's behaviour is serious enough to warrant expulsion and poses danger to staff and students, a suspension with immediate effect may be implemented while the expulsion is being considered.

If consideration and/or implementation of an expulsion is going to take longer than the maximum suspension period of five consecutive days, principals can apply to the Regional Director for an extension.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.

This update:

This policy was ratified by School Council on, November 6th 2015

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lolrescybersafety.aspx>

<http://www.cybersmart.gov.au/>

http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harassment.html

<http://www.valueseducation.edu.au/values/>

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf

Melbourne Declaration on Educational Goals for Young Australians

http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_YoungAustralians.pdf



ATTENDANCE

Rationale

- Parents/guardians must enrol a child of compulsory school-age at a school and ensure the child attends school at all times when the school is open for instruction or seek enrolment for other approved tuition.
- Students are expected to attend normal school hours every day of each term. A Principal or Regional Director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance to be exempt or reduced to less than full time.
- For absences where there is no exemption in place, the parent / guardian should provide an explanation on each occasion and the school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the *Education and Training Reform Act 2006*.
- Schools must maintain attendance records and develop policies to support and maintain attendance.
- Exemptions from school attendance may be granted in some circumstances. All applications for exemptions are considered on a case by case basis, with the child's best interests as the guiding principle for decision-making. In making a decision the potential benefits or negative consequences of granting the exemption to the child's educational progress, wellbeing and development are also considered.

Purpose

- To ensure students of school age are enrolled and attend every day the school is open for instruction.
- To ensure Preston Primary School complies with DET policy and guidelines.
- To ensure the school complies with the *Education and Training Reform Act 2006*.
- To discharge the school's duty of care for all students.
- To assist in the calculation of the school's Student Resource Package (SRP) funding.
- To enable the school to report on attendance annually through the Annual Report.

Implementation

- Students are expected to attend school every day during normal school hours unless there is an approved exemption.
- The school will record attendance of secondary students every period and attendance of primary students twice daily.
- The school will use only CASES21, eCASES21 to record student attendance.
- Parents/guardians are required to provide an explanation for their child's absence from school.
- The school will record in writing the reason (if any) given by the parent/guardian. The school will determine if the explanation provided is reasonable.
- The school will develop a strategy for following up immediately when unexplained absences exceed a set number of days.
- Poor or irregular attendance will be a matter for the Student Welfare Officer or similar senior person in the school.
- The student's absences will be recorded on the Student Report Card.
- Please refer also to the school's *Student Engagement Policy, Admission Policy, Enrolment, Promotion of Students, School Hours Policy, the Home Schooling Policy and the Reporting to Parents Policy*.
- Please refer also to DET's webpage regarding exemption from attendance.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.

This update:

This policy was ratified by School Council on November 6th 2015

Reference:

www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx



STUDENT WELLBEING & LEARNING

Rationale

- As students are better prepared for learning when they are healthy, safe and happy, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from wellbeing.
- Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parents. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

Purpose

- To ensure Preston Primary School embeds student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students.

Implementation

- The school will provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- The school will provide a flexible, relevant, inclusive and appropriate curriculum and accommodate student developmental needs within the Victorian Essential Learning Standards stages of schooling:
 - Years Prep – 4 (laying the foundations)
 - Years 5 – 8 (building breadth and depth)
 - Years 9 & 10 (developing pathways).
- The school will use The Framework for Student Support Services to better understand the principles, arrangements and the additional resources provided to strengthen student welfare and support services.
- The school will promote a whole-school approach for creating a safe and supportive school community.
- The school will apply prevention and early intervention strategies that define, teach and establish consistent school-wide and classroom expectations, consequences for problem behaviour, processes for early identification of students with difficulties, processes for ongoing collection and use of data for decision-making, provide a positive and engaging physical environment, empower students to take responsibility and be involved in decision-making, use evidence-based interventions, monitored regularly, equip students with skills and knowledge around pro-social behaviours.
- When concerns arise about a student's behaviour, or a student is displaying chronic patterns of problem behaviour the school will consider more targeted intervention strategies.
- If resources permit the school will create/maintain the role of Student Welfare Officer or similar to promote the whole school approach to health and wellbeing within the school community and work in collaboration with students and parents, school staff including the Principal, teachers, aides, specialist staff, student support services officers and with broader community agencies.
- Please refer also to the school's *Curriculum Policy*, *Student Engagement Policy & Discipline Policy* and the *Bullying & Harassment Policy*.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.

This update:

This policy was ratified by School Council on November 6th 2015



BULLYING & HARASSMENT

Rationale

- Categories of bullying include direct physical bullying (hitting, kicking, pinching, pushing or damaging property), direct verbal bullying (name calling, insults, teasing, intimidation, racist remarks or verbal abuse), indirect verbal bullying (lying or spreading rumours, playing nasty jokes, mimicking or encouraging others to socially exclude someone) and cyberbullying (direct verbal or indirect bullying behaviours using digital technologies including harassment using a mobile phone, setting up a defamatory website or deliberately excluding someone from social spaces).
- Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.
- Mutual conflict involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Single-episode acts of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes should be ignored or condoned as these are unacceptable behaviours.

Purpose

- To create a safe and respectful school environment and prevent bullying, cyber bullying and other unacceptable behaviours.
- To ensure Preston Primary School complies with DET policy and guidelines.

Definitions

Bullying is when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Cyberbullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome which could reasonably be expected to cause offence, humiliation or intimidation to a person.

Implementation

- Preston Primary School will:
 - promote and support safe and respectful learning environments where bullying is not tolerated
 - put in place whole-school strategies and initiatives as outlined in DET's anti-bullying policy
 - develop a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
 - Involve students, staff and parents in updating the Student Engagement Policy.
 - take a whole-school approach focusing on safety and wellbeing
 - address cyber bullying as part of its *Internet / Social Media Policy*

- If deemed necessary, the school may elect to use the data capture tool which will provide some insights into the experiences and opinions of the school community in regards to safety and wellbeing, including bullying in the school environment. Within this tool there is content tailored for leadership and school staff, students and parents. The tool can be accessed through the following website:
<https://edugate.vic.gov.au/Services/Schools/bullying/default.aspx>
The Principal's logon and password is required.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.

This update:

This policy was ratified by School Council on November 6th 2015