



Student Engagement Policy

Whole School Prevention Statement

Rationale

Huntingdale Primary School recognises that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. We understand that a positive school culture realises the learning potential of students, allows parents to take an active part in their child's education and promotes life-long learning.

The emotional and physical wellbeing of our students is pivotal to their success at school and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges and are well placed to develop into well- balanced and successful young adults.

Aims

To:

- Bring together policies and procedures that ensure that the care, safety and welfare of students is in accordance with DET Guidelines.(e.g. Student discipline, school attendance, cyber safety etc.)
- Raise awareness within the school community of the importance of, and procedures pertaining to, wellbeing within the school.
- Provide an educational environment which recognises, values and builds student wellbeing.
- Ensure the wellbeing of our students is central to our role as a school and is reflected in our whole school philosophy.
- Implement a culture of positive reinforcement and encouragement that will permeate all facets of our school.
- Develop students who are physically and emotionally healthy.

Implementation

Whole School

- The Principal has overall responsibility for the implementation of this policy and will delegate roles to staff members as part of their yearly role statement.
- Huntingdale Primary School is a Japanese Bilingual School. The benefits of teaching a language are held in high regard in the school and this underpins our teaching and curriculum development.
- The values of Kindness, Courage, Personal Best & Creativity underpin the school's philosophy. A multi-faceted approach is taken to promote these such as teaching as part of curriculum, assembly awards, articles in the newsletter etc. Our school values encourages student individuality, difference and diversity.
- Student attendance is coordinated between classroom teachers and the school office. Student attendance is regularly monitored by the Principal Class. Any concerns with Student attendance will be discussed with parents and the school will follow DET policies and procedures in this area.



- Student work and achievement is regularly showcased and publicly recognised throughout the whole school.

Student Wellbeing Coordination

- A Student Wellbeing Action Plan is developed in line with the School Strategic Plan and Annual Implementation Plan.
- The Kids Matter Framework will be used as a framework to guide SWB in the school.
- The school has a Student Wellbeing Team who meets regularly.
- The Assistant Principal oversees the management of the Student Wellbeing Program in the school. This role includes and is not limited to developing and implementing the SWB Action Plan; coordinating SSSO services in the school including SSSO meetings and facilitating liaison between teachers, parents and other staff, PSD Program and SOCS; ensuring Individual Education Plans are devised by classroom teachers; follow up of specific SWB issues including teacher/parent follow up and tracking on Grade Xpert and development of the Creating Our Learning Community (COLC).
- Student Wellbeing – Intervention role given to a teacher as part of their core role. This role includes but is not limited to playground support duty/follow up; coordination of intervention programs the school pursues; development of the Creating Our Learning Community (COLC) and attending SSSO Team Meetings.
- Student Wellbeing – Promotion role to be given to a teacher as part of their core role. This role includes but is not limited to coordinating the Parent Helpers Program; development of the Creating Our Learning Community (COLC); investigating new SWB initiatives and raising community profile of the SWB (e.g. newsletter).
- Strategies detailed in the 'Framework for Student Support Services in Victorian Government Schools' are implemented across the school.
- The school provides a trained Chaplain and accesses DET regional and network staff with wellbeing and/or welfare expertise as required.

Curriculum

- Our school curriculum is broad and highly differentiated and provides for the needs of individual students. The school offers a safe environment that is conducive to learning.
- At the beginning of each year all classroom teachers plan and implement the 'Creating Our Learning Community' (COLC) Program.
- Programs that support teaching values, promoting a safe environment and encourage open discussion are implemented across the school. (e.g. Play is the Way)
- Our eLearning program addresses the issues surrounding cyber-bullying and safe internet usage through eSmart.
- The cultural, physical and religious needs of students, staff and parents/carers are accommodated through a values based program including accredited SRI programs.
- Programs dealing with issues such as Drug Education form a part of the school's Student Wellbeing program.
- Staff members are provided with professional development regarding student wellbeing, the implementation of wellbeing programs and the resolution of wellbeing issues.

Parents, Students and the Wider Community

- Programs that support the wellbeing of parents and families are available e.g. Chaplain Coffee and Chats, Parent Support Group Meetings
- An active Junior School Council forms part of the school's decision making team.
- Ongoing consultation via school newsletters, level newsletters as well as student and parent surveys, ensures that the school community's needs and expectations are understood.



- Our values based program that emphasises respect and care allow our students to use all areas of the playground, regardless of age or size. However, strict rules are adhered to regarding play equipment that is not suitable for younger children. Playtimes are actively supervised on a daily basis by staff members.

Rights and Responsibilities:

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 Four Basic Principles include Freedom, Respect, Equality and Dignity.

Principles

Children

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to be safe and secure, without intimidation, bullying or harassment so that they can fully develop their talents, interests and ambitions.
- The right to study, learn and play without interference.
- The right to access school equipment and teacher time.

Teachers

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to expect that they will be able to teach in an orderly and cooperative environment.
- Have an obligation to fairly, reasonably and consistently implement the code of conduct.

Parents/Guardians

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights of others are encouraged.
- Have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.

Shared Expectations

Children have the obligation to:

- Show care and compassion for others.
- Respect the rights and property of themselves, other students, school staff, community members, visitors and the school itself.
- Follow the school norms and teachers instructions in regards to safety (including cyber safety) and discipline.
- Act in a safe and responsible manner.
- Exhibit honesty when dealing with situations.



- Understand that there will be consequences for their actions.
- Give others a fair hearing and develop skills in conflict resolution.
- Adhere to the policies and programs of the school.

Staff have the obligation to:

- Show care and compassion when interacting with members of our school community.
- Provide active and adequate supervision in school showing a duty of care to all children.
- Fairly, reasonably and consistently implement the code of conduct based on age appropriate expectations.
- Record and communicate serious and/or continuous breaches of school norms and report these to the relevant teacher. (As per leadership tags)
- Set appropriate and achievable goals.
- Positively reinforce appropriate behaviour.
- Enhance and encourage staff / family relations.
- Negotiate class norms and expectations with students
- Teach programs that enhance SWB (e.g. COLC, Cyber Safety, Values Education)

Parents have an obligation to:

- Show care and compassion when interacting with members of our school community.
- Support the school in its efforts to maintain a positive teaching and learning environment.
- Assist children in developing an understanding of safety and respect,(e.g. Cyber Safety, following school values)
- Enhance and encourage family / staff relations.
- Support the implementation of the Student Code of Conduct.

Schools Actions and Consequences

Huntingdale Primary School promotes a climate within which personal responsibility and self-discipline will be developed. We are committed to strategies that:

- Develop the social skills of all children e.g. Implementation of 'Play is the Way' program and Values Education.
- Develop student understanding in cyber safety
- Raise awareness within the school community of the importance of and procedures pertaining to wellbeing with the school.
- Give positive reinforcement.
- Foster self-esteem and pro social behaviours.
- Enhance and encourage parent-teacher contact.
- Provide support to parents, teachers and students.
- Assist and involve children with special needs.
- Apply consistent rules, consequences and procedures.
- Recognise and celebrate school activities and student's achievements (e.g. Weekly Awards).
- Provide active and adequate supervision.
- Encourage school pride and a sense of belonging.
- Encourage the four values of courage, kindness, creativity and personal best.

Discipline Procedures

Each class develop a set of classroom expectations which give students guidance in making appropriate decisions about their behaviour and thus an opportunity to learn in a positive, nurturing classroom environment. As each child deserves the most positive educational climate possible for their growth, they jointly construct a set of classroom expectations and consequences for



appropriate and inappropriate behaviour during the first week of school. These five expectations are positively phrased to reinforce appropriate behaviours and choices. They are age appropriate and enable effective classroom management and growth as learners by all children. Rewards and consequences are also agreed upon to ensure a joint vision and understanding for each classroom.

Example Expectations:

- Use good manners and wait for your turn to speak.
- Be cooperative by doing what you are asked to do.
- Think and act safely by keeping our hands, feet and objects to yourself.
- Be friendly to each other.
- Ask the teacher if you need to leave the room, before you leave the room.

Rewards:

To encourage students to follow our expectations we will recognise good choices and appropriate behaviour with praise, house points, certificates, stickers and positive notes.

Consequences:

If a student chooses to behave in an inappropriate fashion the following steps will be taken:

First time a student breaks an expectation:	Redirect/recognise an appropriate behaviour, warning and reminder of the expected behaviour.
Second time:	Name on board and reminder of the expected behaviour.
Third time:	One mark next to their name and 2 minutes time out in the classroom.
Fourth time:	Second mark next to their name and 5 minutes time out in the classroom.
Fifth time:	Third mark next to their name and time out in another classroom.
Severe Clause:	Referral to Principal

When inappropriate behaviour persists, which is not age appropriate, the following steps should be taken in consultation with the Principal.

Step 1 Teacher and student plan of action

Aims to assist student to modify own behaviour.

Possible strategies include:

- Behaviour Contract negotiated between student and teacher.
- Deprivation of privileges.



- Inform parents to organise a meeting.
- Time out away from grounds or classroom.
- Written record of behaviours. Eg. Bullying / Incident Report
- Detention as per DET guidelines.

Step 2 Calling on external assistance.

For example

- Counselling, support group established with parents, staff or consultants.
- Strategies negotiated in addressing the concern, including such strategies as 'Behaviour Contract' that set out goals and timelines.

Step 3 Suspension procedures

- Implemented as per DET guidelines.

Step 4 Expulsion

- Implemented as per DET guidelines.

If at any time a misdemeanour is considered serious enough, some or all of the steps in the sanctions may be skipped so a higher level of discipline action may apply.

All incidences of cyber bullying will be followed up according to DET Guidelines.

Evaluation:

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

Certification:

This policy was endorsed by School Council at the meeting held on 17 February 2015.

Signed:.....

Principal

Signed:.....

School Council President