HUNTINGDALE PRIMARY SCHOOL

Policy# CSS5

Student Engagement (including Behaviour Education and Bullying) Policy

Background

Student engagement is influenced by multiple factors- **behavioural engagement is** students' participation in education, including the academic, social and extracurricular activities of the school; **emotional engagement** is students' having a sense of belonging or connectedness to the school and **cognitive engagement** where students' are motivated and can self-regulate to invest in their learning.

Some of the factors that influence student engagement at school are:

- **Teacher factors:** teacher interaction style (enjoyment and shared focus, support, responsiveness, directness, verbal praise), behavioural and academic expectations held.
- **School factors:** includes physical setting factors (physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc.), and consistent and structured approaches to the provision of student support and disciplinary measures.
- **Student factors:** a student's physical, emotional, cognitive and behavioural state, including health issues and disability and peer relationships.
- **Family and community factors:** a student's residential circumstances, family support for/involvement in education and relationships with their family.
- **Curriculum and resources factors:** availability and type of learning resources including technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

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.

Purpose

To ensure at Huntingdale Primary School we are:

- Supporting the whole student and ensuring the wellbeing of our students is central to our role as a school.
- Bringing 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.)
- Raising awareness within the school community of the importance of, and procedures pertaining to, wellbeing within the school.
- Providing an educational environment which recognises, values and builds student wellbeing.
- Implementing a culture of positive reinforcement and encouragement that will permeate all facets of our school.

- Developing students who are physically and emotionally healthy.
- Ensuring the school is compliant with the Child Safe Standards as outlines in Ministerial Order No. 870
- Maintain the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

Implementation

- The Principal has the overall responsibility of implementing this policy, but may delegate certain roles to suitably qualified staff.
- The following school policies support the Student Engagement Policy:
    - Attendance
    - Child Safe Standards
    - Custody Restrictions
    - Code of Conduct
    - Community Involvement
    - Curriculum
    - Custody
    - Duty of Care
    - Equal Opportunity
    - International Students Program
    - Mandatory Reporting
    - Multicultural Policy
    - Occupational Health and Safety
    - Privacy
    - Risk Management
    - Student Attendance
    - Student Leadership
    - Student Recognition (Awards)
    - Student Support
    - User Agreement
    - Working With Children Checks

School Profile

Huntingdale Primary School, is a Japanese Bilingual Primary School situated in the south eastern suburb of Oakleigh South and was established in 1953.

In 1997, the school began its Japanese Bilingual Program with 92 students. Over the last 20 years the school has shown a steady increase in student numbers and it is expected that the school population will continue to increase to around 450 students. The school is seeing an increase in the diversity of its population, with 30% of students coming from a Japanese family background, and the remaining 70% of students coming from more than 20 different cultural groups.

Language competencies, intercultural understandings and global citizenship are the corner stones of our Bilingual Program. Students explicitly learn in two languages, based on the principles of language immersion education. All students from Foundation to Grade 6 are taught in and through Japanese in a range of curriculum areas.

Huntingdale Primary School has a proud history of community participation and support, which generates a strong sense of community pride. The school community embrace and value the international mindedness of the school participating in a wide range of events.

Vision and Philosophy

Supported in a cohesive and protective community, Huntingdale Primary School guides students in an intelligent and orderly fashion to reach their potential. A forward thinking and global school for aspirational families where new horizons are presented and explored and where students are provided with an early education built on solid foundations for future excellence. Bold, brave and inquisitive, the cohesive community of Huntingdale Primary School encourages students to think outside the box, to challenge the status quo and explore new ideas.

Huntingdale Primary School is a vibrant place that encourages learning, laughter and play in a friendly and warm environment. We understand the importance of providing a safe environment for everyone and have a zero tolerance approach to child abuse.

Our mission is to be a lighthouse school for language acquisition through providing a quality Japanese-English bilingual education for Primary School aged children in Victoria- ***Engaging Minds Together***.

'Engaging' children each and every day in a safe and secure environment is a key focus. We know that without children feeling safe they are unable to engage fully with their learning. The key to engagement is curiosity and creativity and these are key elements in the children's explorations and learnings each day at school.

'Minds' are what benefit from our unique bilingual program. Without the Japanese program there is a monolingual program but without the English program there is also a monolingual program. The academic rigour and the power of how we work at Huntingdale is in the careful curriculum planning that underpins the program as one whole. The neuroscience that lies behind our wellbeing and academic programs and the benefits of our bilingual program bring together the 'mind' element.

'Together' we achieve more. The children in isolation will explore but require guidance and scaffolding to excel. The children with a teacher achieve more through a gradual release of responsibility stemming from modelling through to independent application in a real life setting. The children, teacher, parents and families however are what truly achieve the greatest outcomes.

When these three powerful words come together we have a way of working whilst also explaining why we all call Huntingdale 'our school'.

School Values

Our core School Values encompass the learning at Huntingdale Primary School. It is central to the life at our school and students, teachers and parents are asked to demonstrate these. We also promote the notion of respect throughout the school.

Kindness- The quality of being warm-hearted, considerate, humane and sympathetic. The notion of 'treating others as you would like them to treat you'.

Courage- The quality of spirit that enables you to be brave and face challenging situations without showing fear.

Personal Best- The quality of putting in your best personal effort into all that you do and not having the focus on 'beating others'.

Creativity-The quality of showing creativity attributes and thinking in a range of contexts.

Kindness Courage Personal Best Creativity

Principles for Health and Wellbeing

The school also recognises the Principles for Health and Wellbeing that are intended to promote, nurture and support the health and wellbeing of students:

Principle 1 – Maximise access and inclusion
Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes
A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice
Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 –Holistic approach
Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

Principle 5 – Person-centred and family sensitive practice
Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities
Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural competence
To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence
Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

Engagement Strategies

Universal- Whole School

- Implementation of the Child Safe Standards so we provide a safe environment for all children.
- 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 School 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 using Grade Xpert. Student attendance is regularly monitored by the Leadership Team. Any concerns with Student attendance will be discussed with parents and the school will follow DET policies and procedures in this area.
- Student accidents and health are monitored using CASES21. Reports are monitored by the Leadership Team.
- 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 school has a Student Wellbeing Team who meets regularly.
- The Assistant Principal in conjunction with the 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 SSS services in the school including SSS 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.
- Student Wellbeing roles are given to specific teachers 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), 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.

Curriculum

- At the beginning of each year and the first week of Terms 2-4, all classroom teachers plan and implement the 'Creating Our Learning Community' (COLC) Program.
- Play is the Way is taught throughout the school and the 3R's framework is what the school uses in conflict situations.
- Our eLearning program addresses the issues surrounding cyber-bullying and safe internet usage through eSmart.
- Programs dealing with issues such as Sexuality and 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 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
- 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.
- Flexi Buzz is used to communicate with parents across the school.

Targeted (Population Specific)

- Student Leadership roles are allocated for Year 6.
- Student Leadership Council roles are allocated for Years 2-6.
- A comprehensive K-F transition program is implemented each year.
- Years 1-6 will also participate in an in-school transition program.
- Foundation students have a 1:1 meeting with teachers at the beginning of the year to complete DET assessments and for parents/students to discuss any issues regarding schooling.
- Parent Teacher Interviews are offered across F-6 for parents/teachers to be able to discuss educational and engagement issues.

Individual (Student Specific)

- 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.
- All students who are below in literacy or numeracy will have an Individual Education Plan which will be reviewed twice yearly.
- Individual students are able to access supports from FMC (Family Mediation Counselling), the School Chaplain, DET SSSO services and school based wellbeing programs.
- A range of Student Support groups will run in the school e.g EAL, Literacy Support.
- Students in Out of Home Care are managed using the DET OHC framework.
- ATSI students will have an Individual Education Plan and their learning will be managed using the DET Marrung Framework.

Behaviour Expectations

At Huntingdale Primary School we promote a climate in which personal responsibility and self-discipline will be developed. We are committed to strategies that:

- Foster self-esteem and pro social behaviours.
- Develop student understanding in cyber safety.
- Provide support to parents, teachers and students.
- Assist and involve children with special needs.
- Apply consistent protocols, language and procedures.
- Encourages school pride and a sense of belonging.
- Encourages students to take responsibility for their actions, reflect on their behaviour and take steps to repair situations that arise. Relevant consequences should derive when negative actions arise.

At Huntingdale Primary School corporal punishment is not permitted in any situation.

The following virtues from 'Play is the Way' are the cornerstone of our school norms:

- It takes great strength to be sensible.
- Be brave- participate to progress.
- Pursue your personal best no matter who you work with.
- Have reasons for the things you say and do.
- Treat others as you would like them to treat you.

In addition to this in our Child Safe Standards Policy, we have a Code of Conduct for students:

Students have the obligation to:

- Contribute positively to their educational experience and participate fully in the educational program.
- Follow teachers' instructions and the school norms.
- Respect the rights and property of themselves, other students, school staff, community members, visitors and the school itself.
- Act in a safe and honest manner.
- Be responsible and report any incidences of unsafe behaviour to others or themselves to school staff.
- Understand that there will be consequences for their actions- either positive or negative.
- Understand that in conflict situations they will be given time to reflect on their behaviour, given time/strategies to repair relationships and implement acts of restitution to the other party involved.

Management

Positive Rewards:

Students who follow expectation will be recognised for good choices and appropriate behaviour with positive praise, house points, certificates, stickers, whole class awards and positive notes.

Conflict Resolution:

At Huntingdale Primary School we use the 3R's structure when dealing with conflict situations- Reflection, Repair and Restitution. This structure includes actions and questions that teachers and students can use. When an issue arises, the following process will be used:

First & Second time a student breaks an expectation:

Teacher will discuss with the student, using the Self Mastery Checklist (see Appendix 1) about which norm is not being followed and allow them to redirect their behaviour. If the student continues not following expectations a second reminder will be given.

Third time student breaks an expectation:

The student will be given some **Reflection** time (thinking about your actions). This could include:

Actions

- Student can move to a quiet area in the classroom to have some reflection time e.g. quiet corner
- If the student is being highly disruptive this reflection time could be in the classroom next door.
- In extreme situations the Assistant Principal or Principal may need to be called to assist the student.
- Out in the yard the reflection time could be sitting at the benches near the office or walking with the teacher.

Reflective Questions- These can be reflected on by the student and could be asked by the teacher:

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- How has it affected each of them?
- How do you think they are feeling now?
- What makes them valuable members of our community?

Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?

The next step:

The student will think about how they will **repair** the situation- how they will say sorry- this action should link to what has happened.

Reflective Questions

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earnt the respect and trust back from the people you have affected?
- How will you show you are sorry?

Example Actions- some examples that show links to behaviour

- Saying sorry when you have said the wrong thing to another person.
- Writing an apology note if you hurt someone's feelings.
- Cleaning the scribble off the table where you wrote it.
- Picking up the rubbish from the ground that you threw there.
- Packing up the lego you threw all over the room.
- Replacing the grey lead pencil you broke.

The final step:

Restitution

Students need to be able to move forward and re-engage with the people they have had conflict with.

Reflective Questions

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How we will you know that this has happened successfully?

Example Actions

- Re-join a group work activity after conflict with some friends.
- Finishing the task you were asked to do.
- Having a conversation with the person you had the conflict with to get to know them better.
- Helping in the classroom.
- Helping your team to win a game/activity.

All incidences of serious behaviour should be recorded on Grade Xpert and the parents notified.

Extreme behaviour

- Some students display extreme behaviour and the 3R's will not work effectively for them.
- In extreme cases of behaviour the Assistant Principal or Principal should be called and involved in the overall management of the student.
- Students with extreme behaviour shall be:
    - Referred for SSS Management.
    - A Student Support Group Meeting will be organised with the parents, teachers, Assistant Principal and involved specialist staff (e.g. psychologist, social worker).
    - Have behaviour management plan devised for them.
    - Have regular check ins and meetings to discuss progress- these should be minuted.

- Students who demonstrate serious breaches of behaviour, especially those that endanger the safety and welfare of other students, teachers or themselves may be sent home immediately.
- Serious breaches of behaviour expectations may be subject to an internal or external suspension as per DET guidelines. http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx
- Students may be subject to expulsion from the school for continued serious breaches of behaviour using DET procedures and guidelines http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx

Bullying

At Huntingdale Primary School bullying is not an accepted behaviour and will be treated seriously.

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

There are some specific types of bullying behaviour:

- **Verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters.
- **Violence** - including threats of violence.
- **Sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- **Homophobia** and other hostile behaviour towards students relating to gender and sexuality.
- **Discrimination including racial discrimination** - treating people differently because of their identity.
- **Cyberbullying -** either online or via mobile phone.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Actions

A. Primary Prevention:

- Professional development for staff relating to student wellbeing, 3R's, 'Play is the Way' and bullying/harassment
- Community awareness- promotion in newsletter, policies on the school website
- Curriculum programs that promote resilience, social skills, conflict resolution and problem solving e.g. Creating Our Learning Community, Play is the Way, Respectful Relationships (DET)
- Student Attitudes to School Survey and share results with staff, students and parents
- 'Play is the Way' Norms and School Values on display in every classroom and referred to as 'common language' across the school.
- Year 6 Leaders and Student Leadership Council trained in looking out for and reporting bullying.
- Student Wellbeing Support Teachers as a core role in the school and having yard duty.

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Parents encouraged to contact school if they become aware of a problem.

C. Intervention:

- Once identified each bully, victim and witness/es will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- The 3R's process will be used.
- Both bullies and victims will be offered counselling and support. This could be with DET SSS staff or student wellbeing teachers.
- Parents will be contacted and they will be asked to meet with teachers to discuss the incident

D. Post Violation:

- Ongoing monitoring of identified bullies and victims
- SSS staff may also work with cohorts of student on bullying issues.
- Bullying surveys may be done with students

Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as needed to comply with DET policy changes.

Document Status

Reviewed	School Council Ratification	Next Review
June 2017- August 2018- SWB Team	18th September 2018	18th September 2020

Appendix 1- Play is the Way Norms

Respect

尊敬/そんけい

Respect is knowing the:

尊敬すると言う事は

✓ Right time/正しい時に

✓ Right place/正しい場所で

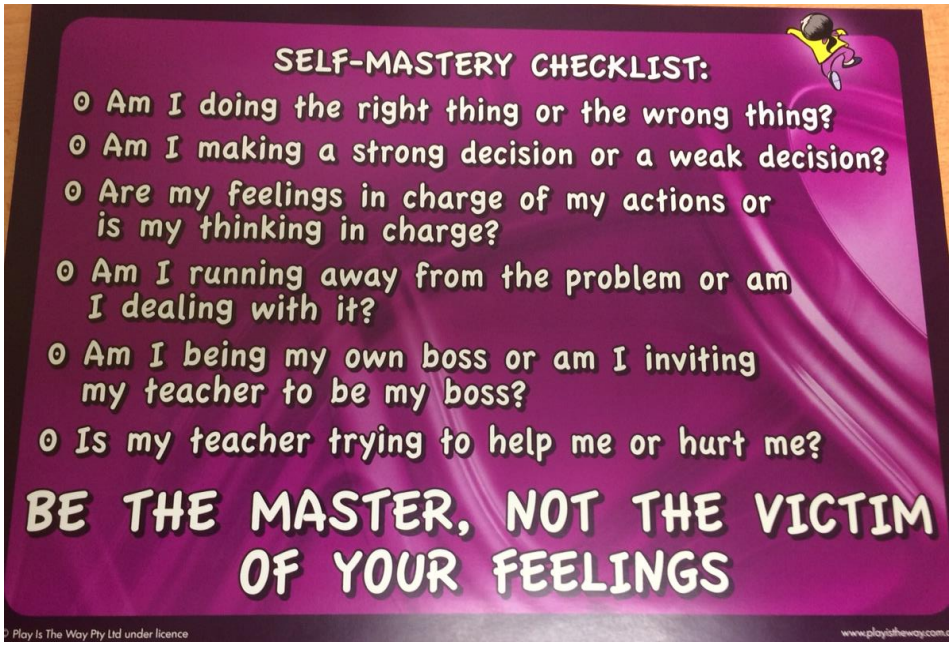
✓ Right person/正しい人に

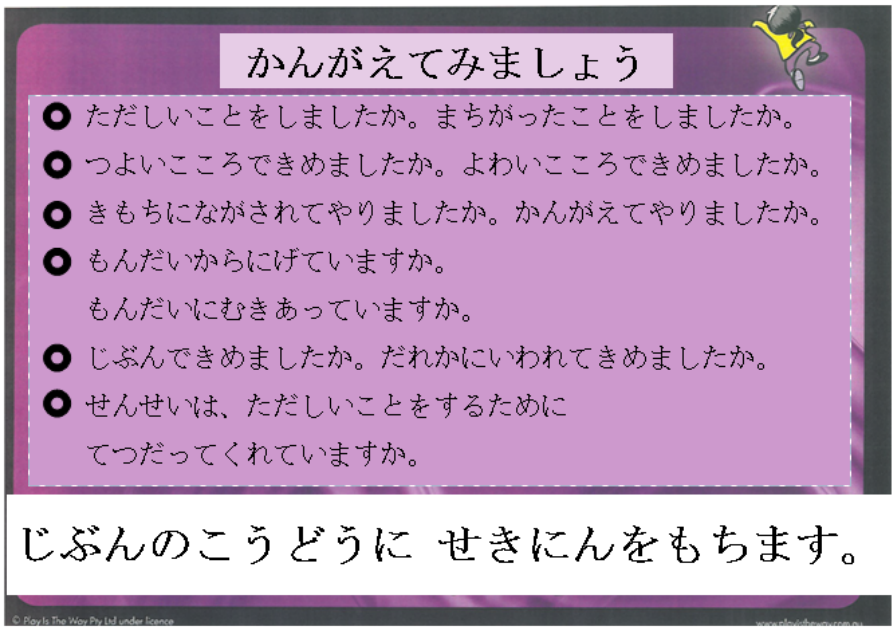
✓ Right words/

Are you being respectful right now?

あなたは今礼儀正しい態度をとっていますか？

Appendix 2- Self Mastery Checklist





Appendix 3- 3R’s Questioning Frameworks

F-2

HUNTINGDALE PRIMARY SCHOOL

3R’s Questioning Framework

Reflection

- What happened?
- How do you feel?
- Who was there?
- What did you do?

Repair

- How will you say sorry?
- What can you do?

Restitution

- How can you show one another that you can get along and move forward?

3-6

3R’s Questioning Framework

Reflection
(Thinking about your actions)

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- What makes them valuable members of our community?
- How has it affected each of them?
- How do you think they are feeling now?

Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?

Repair
(How will you say sorry)

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earnt the respect and trust back from the people you have affected?
- How will you show you are sorry?

Restitution
(Moving on)

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How we will you know that this has happened successfully?