



GLENDAL PRIMARY SCHOOL STUDENT ENGAGEMENT POLICY

This policy should be read with reference to: the Department of Education and Early Childhood Development (DEECD) guidelines; in particular the Effective Schools are Engaging Schools Student Engagement Policy Guidelines, the Victorian Teaching Profession Code of Conduct at http://www.vit.vic.edu.au/content.asp?Document_ID=25, the Disability Standards for Education 2005, the school's policy manual, in particular the Student Wellbeing, Cultural Diversity and the Attendance Policies, and the school's legal responsibilities. The following legislation is also relevant: the *Equal Opportunity Act 1995*; the *Charter of Human Rights and Responsibilities Act 2006*; the *Disability Discrimination Act 1992* and the *Education and Training Reform Act 2006*.

School Profile Statement

Glendal Primary School, which was opened in 1971 and recently has been largely rebuilt, is situated on 2.5 hectares of land in Glen Waverley, an eastern residential suburb of Melbourne approximately 20 km from the central business district. Whilst many of the 620 students live in the neighbourhood area, a large percentage travel from many other suburbs to attend the school with some families travelling up to 30 minutes each day to get here.

Glendal is a very multicultural school with 50% of our families speaking one of 32 languages other than English at home, the majority being a Chinese language. The school's Student Family Occupation index (SFO), a measure of family socio-economic status, is 0.2556.

Whole-School Prevention Statement

Our whole school student wellbeing program is based on the You Can Do It, Program Achieve. It incorporates a suite of additional programs based on our values, a philosophy of prevention and early intervention, thinking skills (Habits of the Mind) and social emotional learning (Emotional Intelligence development). Our two week Learning Community program, implemented across the school at the start of Term 1 each year, is a vital part of setting up a classroom culture of respect, co-operation and positive relationships. We provide a child-centred, developmentally appropriate, learning environment that recognises, fosters and promotes the intellectual, social, emotional and physical development of each child. We understand that many children have unique wellbeing and learning needs and we are committed to addressing these needs.

The school aims to provide a positive, stimulating, secure, safe, happy and caring environment conducive to optimal learning, where mutual cooperation and respect is evident. The school introduced an Emotional Intelligence (E.I.) program commencing with the leadership team and then the staff with support and professional development provided by Swinburne University, Brain Sciences Unit. The aim was to further develop teacher awareness, teacher empathy and to promote social, emotional and physical wellbeing for both students and staff.

Our Student Wellbeing focus aims to empower individuals and teams to enable a sense of connectedness, purpose and zest for life. We seek to help build self confidence, self esteem and resilience in order for our students to approach future life experiences, opportunities and challenges with self-assurance and energy.

We have a clear Anti-Bullying Policy and support the DEECD strategy 'Safe Schools are Effective Schools'. This highlights that every student has the right to feel safe from bullying at school. Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

Cyber bullying is bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, sending unwanted messages or defamation.

All forms of bullying, whether it be physical, verbal or cyber are not tolerated at any level in Glendal Primary School.

The key Values that encapsulate the essence of Glendal's culture include:

➤ Respect ➤ Co-operation ➤ Persistence ➤ Tolerance ➤ Optimism

Primary Prevention

Student Wellbeing Prevention provides a range of programs that specifically teach and foster:

- Positive Habits of the Mind (Self Talk)
- Shared Community Values
- Social Competencies and
- Cooperative Learning Strategies

Our Primary Prevention programs include the following:

- Program Achieve: You Can Do It
The 'You Can Do It' program identifies the four key foundations and the eleven Habits of the Mind that underpin success.
- Values Education
The "Healthy Relationships" program teaches human values, sets boundaries for behaviour and creates a learning environment whereby full participation of the child is optimized.
- Friends
The Friends program teaches a thinking process which may assist in dealing with situations that may cause anxiety.
- Friendly Kids, Friendly Classrooms
The Friendly Kids, Friendly Classrooms program identifies twenty-one skills which support and scaffold successful classroom and playground interactions, which can be incorporated into individual learning plans.

Student Wellbeing: Early Intervention

We believe that a successful behaviour management approach is far more than a single program or product. It is an ongoing process involving every member of the school community.

Glendal's Student Code of Conduct highlights the values of the school community and the behaviours it expects will be demonstrated. It links very closely to our preventative approach

through empowering children to recognize and accept responsibility for how they choose to behave.

Our focus is on expectations rather than rules, consequences rather than punishments and problem solving rather than conflict. Our dialogue with children is characterised by expressions such as getting along, cooperation and respect.

At the beginning of the year, as part of our “Creating Our Learning Community” project, each class will establish their class values and expectations of each other within the context of the Student Code of Conduct and the principles of Assertive Discipline. While developing their class values, a class management plan will also be developed in which consequences will be discussed. There is a focus on identifying and acknowledging appropriate behaviour, rewarding it in a variety of ways including stickers, tickets, reward points and whole class rewards such as a special activity at the end of the term. The foundation of identifying and acknowledging appropriate behaviour is verbal praise and recognition. In addition to on-going praise and acknowledgement at an individual level, within the classroom and playground, each week teachers select students to receive ‘Student of the Week’ awards. These awards are presented at our school assembly and are a source of great pride and celebration.

While our focus is on promoting appropriate behaviour, consequences may be provided when children choose to behave in inappropriate ways. In most circumstances, this will usually involve the inappropriate behaviour being identified and the child given an opportunity to modify their behaviour. If a child chooses not to respond to this warning, further consequences will be imposed such as withdrawal to a quiet area within the classroom or into another nearby classroom. In more serious circumstances, a child will be required to participate in Re-Think Time with the Assistant Principal or the Student Well-Being coordinator during half of lunchtime. Parents will be advised if their child is to attend Re-Think Time.

During Re-Think Time, the child is given the opportunity to discuss:

- the reason they are attending Re-Think
- ways to solve a similar problem in the future
- the values that they need to practise.

Our approach to student management in the playground is similar to that in the classroom, with the same expectations and values being promoted. Teachers supervising in the playground acknowledge appropriate behaviour. At our school assembly, two tickets will be selected and the children will receive a prize. If a child chooses to behave inappropriately in the playground a similar process to the classroom will be followed. The inappropriate behaviour will be identified and the child given the opportunity to modify the behaviour. If the child chooses not to respond to this warning, the child may be required to walk with the supervising teacher for a period of time. In more serious circumstances, the child may be required to attend Re-Think Time.

Student Management is most effective when parents, children and teachers work together to establish the values and expectations of the school community and appropriate behaviour in the classroom and the playground. In some circumstances, parents will be invited to join with their child’s teacher to develop an individual learning plan to assist their child develop appropriate behaviour patterns in the classroom or the playground. An individual learning plan will identify the skills to be developed and will outline strategies to be used at school

and, if appropriate, at home. We place great importance on this partnership and value the support of parents and children.

At Glendal, we have an active commitment to promoting children’s personal well being and feeling of safety and security as vital precursors to successful learning.

The school promotes the philosophy of: ‘It’s Not Okay To Be Away’. Going to school every day is important for a student’s education. Absence from school means that learning opportunities are reduced and this can ultimately lead to poor student achievement. Where this happens, the impact may be felt long after the student has left school.

We have encouraged the parents to notify the school if their child is going to be absent. Teachers or office staff contact the parents if a child is absent for more than 2 days. The importance of regular attendance at school is promoted in the school newsletter.

Rights and Responsibilities

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.

Rights	Responsibilities
All students have the rights to a safe and secure work and play environment	<ul style="list-style-type: none"> ➤ We play safely in the yard ➤ We obey the school rules ➤ We care for the equipment and facilities we use ➤ We wear sun hats at the appropriate times ➤ We help other children in the yard, especially those who are unhappy or by themselves ➤ We play cooperatively in groups and teams
It is mutually advantageous if students interact with their peers, the staff and the wider school community in a courteous, trustworthy and respectful manner	<ul style="list-style-type: none"> ➤ We treat teachers, parents and other students with respect ➤ We are courteous and polite by using our manners ➤ We are friendly to all the visitors to the school ➤ We make sure everyone has a say ➤ We include others in our work and games
All students have the right to learn in an atmosphere of order and cooperation	<ul style="list-style-type: none"> ➤ We negotiate the class rules with the teachers ➤ We work within the class rules and encourage all classmates to work within the class rules ➤ We help others achieve their goals as well as ours ➤ We allow other people to work without interruption ➤ We listen to the ideas of others ➤ We work cooperatively in groups and teams ➤ We give everybody a fair go
Students are empowered to assess their own behaviour and to develop strategies to act in a responsible manner	<ul style="list-style-type: none"> ➤ We work with the year 6 leaders to help make the school yard a friendly place ➤ We support the school’s ‘You Can Do It’ program and the school’s values ➤ We are responsible for our own behaviour ➤ We are good role models for other children ➤ We think for ourselves and encourage others to do the same

	➤ We are proud of our achievements and our school
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Characteristics of shared expectations in effective schools.

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

We 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.

School expectations include:

- School values
 - the school's values are Respect, Co-operation, Persistence, Tolerance and Optimism
 - A safe and secure work and play environment;
 - Treating one another in a courteous, trustworthy and respectful way
 - Learning in an atmosphere of order and cooperation
 - Accepting responsibility for personal behaviour and choosing to behave in an appropriate manner.
- Inclusive teaching practices which acknowledge and celebrate the diversity of the wide range of cultural backgrounds, interests, talents and abilities of students and recognise, value and build on students' backgrounds and experiences
- Staff will model culturally inclusive behaviour, and manage any behaviour that appears racist, discriminatory, prejudiced or culturally biased.
- Multiculturalism will be celebrated in our school community, in a variety of ways including artists from various cultural and linguistic backgrounds, holding special days, and incorporation within the curriculum
- Acknowledgment of, respect for and the celebration of culturally significant events
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- Development of shared expectations of teachers, (Victorian Teaching Profession Code of Conduct)

Students

As students progress through school we recognise that they need to be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Students should, with support, be expected by their parents/carers and their school to participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Demonstration of respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. Students' engagement, attendance and behavioural expectations should be framed using positive language to support and encourage safe and inclusive behaviour.

Actively teaching students whoschool engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Parents/carers

Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

School actions and consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. Actions and consequences are developed in consultation with and agreed on by representatives from the whole-school community, including students. This fosters a cohesive and consistent response to poor attendance and inappropriate behaviour.

These actions and consequences are incremental (a staged response) and are applied fairly and consistently. Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. Equal emphasis is placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning are avoided where possible.

Student engagement, regular attendance and positive behaviours are supported most effectively 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 wholeschool expectations
- providing personalised learning programs
- consistently acknowledging all students
- empowering students by creating multiple opportunities enabling them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, are responded to through a staged response that has a prevention and early intervention, data based focus, including:

- understanding the student
- 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 include:

- involving and supporting the parents/ carers
- involving the student wellbeing coordinator and possibly the school nurse
- 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
- providing broader educational programs
- involving community support agencies.

Discipline procedures – suspension and expulsion

Students are encouraged to accept responsibility for their actions, and to participate fully and positively in their educational experience.

A student should 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 or where the wellbeing or safety of another student or staff member is at risk.

