



POLICY 6

Student Engagement & Wellbeing

- School values
- Rights & responsibilities
- Engagement & attendance
- Behavior management & discipline

PURPOSE:

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement.
- To provide students with a safe, supportive and inclusive school environment where the risk of harm is minimised and students feel physically and emotionally secure.
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not being demonstrated.
- To maximise student learning opportunities and performance through engagement.
- To provide genuine opportunities for student/parent participation and student/parent voice.
- To build a school environment based on positive behaviours and values.
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk.
- To detail the process for the management of misbehaviour and discipline.

SCHOOL PROFILE:

- Gordon Primary School was established in 1882 and is located 25 kms east of Ballarat on the Western Hwy. It is a small town surrounded by a farming community and rural lifestyle properties.
- The school's 2017 enrolment is 110 students.
- The school has a 6 classroom structure and a staffing profile that includes the Principal, two experienced teachers, four accomplished teachers, a graduate teacher, a specialist arts teacher and a specialist PE/health teacher and a woodwork teacher.
- We use our size to advantage by having small classes where possible. This allows staff to cater for the individual needs of students, as well as build rapport and develop connectedness to school. Our students are encouraged to be active participants in their learning and participate in decision making processes through the Junior School Council. We encourage our students to develop social competencies not only through our health and resilience lessons, but also as an everyday part of everything we do. A whole school approach to drug education is taught throughout the school in an age appropriate and developmentally appropriate way, with the assistance of the Life Education Program.
- Student attendance has generally been quite good, however a variety of strategies from the "It's Not OK to be Away" program are continuing.
- Our classes are a mix of single level and composite classes and generally run as a junior and senior school. Our students participate in "buddies" programs and are accustomed to working together and supporting each other. Our specialist sessions provide ample opportunity for this to occur with groups being split into junior and senior school classes. The specialist areas adopted have ranged from PE, art, drama, music, woodwork and LOTE (Indonesian) to new programs such as specialist science.
- The School Council has supported the development of technology in the school. A class set of laptop computers is purchased each year and a class set of tablets are available in the junior school. Peripherals have been purchased, including digital cameras, a video camera, data projector and scanners. Every classroom is fitted with a

smart TV for use during class time. Further purchases of equipment such as digital cameras and a color photocopier have also added to our resources.

- The school has taken a head on approach to values education and is promoting values in all areas of school life. This is an area that has been fully supported by the whole school community. The school offers support to students who are living in difficult circumstances and provides advice on support available from outside agencies if required.
- The school continues to provide many opportunities for parents and the local community to be involved in school activities such as classroom helpers, camps, excursions, School Council, Parents and Community Committee, special days and fundraising activities.

WHOLE SCHOOL PREVENTION:

- At Gordon Primary School our positive school culture is predicated on student engagement being the basis for learning. This is supported by our policy that all students should be catered for at their own individual levels and needs. Our teaching team actively engage in developing classroom practice that ensures our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through our whole teaching and learning program. We believe the use of a differentiated curriculum incorporating proficiency scales and the VIC Curriculum, and a continuous assessment our learning program will encourage innovative practice and improved outcomes for all.
- Opportunities that contribute to the school and effectively engage students in their learning are:
 - Student conferences and community circles provide opportunities for students to share goals and reflections or to set new goals.
 - Student leadership and other roles of responsibility provide opportunities for students to influence change and be actively engaged in decision making within the school community.
 - Student voice is encouraged through the use of thinking tools and surveys.
 - The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs.
 - Early intervention to identify/respond to student needs for social and emotional support.
 - Providing a range of opportunities for students to be involved and feel connected to the community.
 - Recognise and respond to the diverse needs of our students (including PSD support).
 - Adaption of pedagogical knowledge and thinking to engage students in meaningful learning experiences.
 - Students are encouraged to achieve full attendance rates (unless ill) to maximise their ability to learn and our teacher's ability to teach effectively.
 - Whole school approach to restorative practices to encourage engagement; build pride, respect and responsibility.
 - Develop comprehensive and intensive literacy and numeracy improvement plans that will be implemented as part of the school's improvement agenda.
 - Professional learning is given a high priority to ensure strategies and approaches are adopted and implemented.

WHOLE SCHOOL VALUES:

- In 2016 the Junior School Council consulted with the whole community to update and simplify our school values. They are:
 - Respect
 - Resilience
 - Responsibility
- What will these values look like?
 - All members of the school community (students, staff and parents) will be respectful towards each other

- Students and staff will take responsibility for their actions
- Parents and staff will act responsibly, with the view that they are role models for all students
- All members of the community will be honest and trustworthy
- All members of the community will be tolerant and inclusive of others
- Students and staff will do their best at all times
- Students will act with integrity, as will staff and parents, with the view that they are role models

RIGHTS AND RESPONSIBILITIES:

- The *Charter of Human Rights and Responsibilities Act 2006 (Vic)* 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 consider them when making decisions and delivering services.
- At Gordon Primary School we expect high standards of behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

Whole School Rights and Responsibilities:

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 safe and 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 staff, students and parents
To expect students to follow the Code of Conduct	To follow Code of Conduct To use logical consequences and restorative practices To provide a high standard of care to all students To keep records (preferably in a dated diary) 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 safe and 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
To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident	Promote and support respectful relationships

Shared Expectations:

- Gordon 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 families that come to our community from a diversity of backgrounds, communities and experiences.

STAFF ENGAGEMENT:

- The Principal will:
 - Uphold the right of every child to receive an education up to the compulsory age of schooling
 - Ensure the school complies with 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
- Staff will:
 - Develop flexible pedagogical styles to engage different learners
 - Deliver curriculum and assessment that challenges and extends students learning
 - Develop positive relationships with students that promote engagement, well-being and learning
 - Provide opportunities for student voice developing a positive culture

Attendance

- In compliance with departmental procedures staff will:
 - Promote regular attendance with all members of the school community and;
 - Monitor and follow up on absences

Behaviour

- Gordon Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through staged response.
- The Principal 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 this Policy as a basis for negotiating class-based shared expectations with students
 - Teach 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 for each other to reflect on one’s own behaviour management approach

STUDENT ENGAGEMENT:

- All students are expected to come to school every day throughout the year. If students cannot attend school notification must be received from a parent or carer.

Behaviour

- All students will:
 - Support each other's learning by behaving in a way that is courteous 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 school environment that is safe, inclusive and happy
 - Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of others is unacceptable

PARENT/CARERS ENGAGEMENT:

- Parents/carers are expected to support the school's efforts to educate young people to live in a world that is diverse, by promoting an understanding and appreciation of diversity.
- Parents/carers should also help the school provide student-centered 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 by responding to any communications in a timely manner

Attendance

- Parent/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, a parent/carer advises the school as soon as possible.

Behaviour

- Parent/carers should understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

ATTENDANCE:

- At Gordon Primary 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 absence/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our Cases21 database and communicated to DET
 - The school recognises illness as a reasonable ground for absence
 - Clear written or verbal statements are made regularly to parents/carers about school and community attendance expectations
 - The Principal will closely monitor student attendance through the evaluation of data on Cases21
 - If within 3 days of the initial absence parent/carers have not provided an explanatory/satisfactory explanation, contact will be made by the classroom teacher or nominated representative.
 - The Principal will contact parents/carers of students with high levels of unexplained or unapproved absences/lateness, with the view to develop and implement strategies to minimise absence
 - Ongoing unexplained absences/illness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to a Student Support Group. This Support Group will be convened by

the Principal and may involve DET support staff. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Health and Human Services.

- Student attendance figures will appear on student's mid-year and end-of-year reports.
- DET and enrolment auditors will be given access to all student attendance records if requested.
- Whole school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of verbal communications will be retained and stored at the school for a minimum of 12 months.

BEHAVIOUR CONSEQUENCES:

- Students are expected to cooperate with teachers at all times.
- The use of corporal punishment is not permitted.
- Gordon Primary School has developed a behaviour hierarchy for misbehaviour. There is a consistent, staged approach to behaviour modification in class and in the yard.
- The model is in relation to student behaviour, not students who have incomplete work during class time.
- At all times we recognise there are students who have special needs or may be experiencing effects from a trauma related incident which may affect their behaviour, we will continue to support them and provide the assistance they need at that point of time. Parent meetings and individual plans may be organised for those students, as well as providing any counselling or welfare support needed.
- Our staff are proactive in talking to parents both informally and formally when they believe a child's behaviour has changed suddenly, is showing repetitive problems or needs improvement. Concerns may be written in diaries, phone calls made or a conversation had with parents. Parents are encouraged to talk to class teachers at a convenient time about any concerns they have about their child's behaviour or about issues affecting their child.
- The behaviour hierarchy is designed to inform the students of the steps that will be taken, both inside or out in the yard, when they behave in an inappropriate way. Every stage is completed in a respectful and supportive way, giving students numerous opportunities to modify their behaviour.
- If at any time a student becomes violent, aggressive, loses control, runs away or refuses to follow a teacher's direction they immediately jump to time in with the Principal, giving them opportunity to self-regulate in a quiet calm area away from other students. The child's parents may be called to assist in calming the child.
- Below are the steps we take in an attempt to modify behaviour, each step moves on from the previous step if behaviours continue. If behaviours are modified the student returns to their normal class routine:

Class Misbehaviour

1. Verbal Warning – student is explicitly told “This is your verbal warning, you need to”
2. Move peg – Student is explicitly told “You need to Your peg has now moved...”
3. Move peg - In class time out – Student is moved to a quiet area of the room, away from distraction and without work – this time is to reflect and think – Gr P-2 timeout is 2 minutes, Gr 3 – 6 time out is 5 minutes
4. Move peg - Buddy class time out – if a student has not settled during in class time out they are sent to another teacher's class to settle. The student sits in a quiet area away from other students. P-2 time out is 15 minutes, Gr 3-6 timeout is 20 minutes. During this time students may be given simple maths work to complete independently. They choose whether to do this maths work or just sit quietly.
5. Move peg - Time out from classroom – If a student's behaviour continues to escalate they will spend the rest of the day with the Principal. They will be given simple maths worksheets to complete independently, if they choose, during this time. The student will be given a letter to take home to their parents and a copy will be sent in the post.
6. Suspension/Expulsion – Following DET guidelines and policy (available on the DET website) a student may be suspended or expelled.

Yard Misbehaviour

1. Verbal Warning – student is explicitly told “This is your verbal warning, you need to”
 2. 5 Minute Time out – student sits under cover near the Gordatorium for 5 minutes
 3. Inside/Yard Time out – student sits in the foyer for the remainder of the play or lunch break – this is recorded in a record book. “Time Out” will not be for more than half of the allotted time for recess or lunch.
 4. Time Out from Classroom – student is under Principal supervision to calm down for the next teaching session.
 5. Area 5 – If a student has 3 in school yard timeouts during a term they are placed in Area 5 during recess and lunch under cover near the shed for 3 days, during this time they can talk and socialise with other students. Following the 3 days they have 2 days in the basketball court area. During their time in these restricted areas they are given the chance to show appropriate behaviours. If a student is restricted to area 5 the student will be given a letter to take home to their parents and a copy will be sent in the post.
 6. Suspension/Expulsion – Following DET guidelines and policy (available on the DET website) a student may be suspended or expelled.
- If a student behaves inappropriately in the last 15 minutes of the day the above steps will be taken the following school day.
 - Students are expected to play safely, show respect, learn, be honest

Stay in and Detention Procedures

- Gordon Primary School is open for instruction between the hours of 9am and 3.15pm. While students are in attendance at school they are subject to the direction and control of the Principal and teachers. Generally instruction times are:
 - 9am - Morning teaching session begins
 - 10:40am - Recess
 - 11.10am - Second teaching session begins
 - 12:45pm - Lunch – Supervised eating time
 - 1.05pm - Lunch
 - 1.35pm - Third teaching session begins
 - 3.15pm - Students dismissed
- Students will not be released prior to 3.15pm and will not be asked to remain after 3.15pm unless prior arrangements have been made with parents.
- These instruction and recess times may be altered at the discretion of the Principal and may apply to individual students or larger groups such as a class or the whole school. Times may be varied due to events such as (but not limited to) extreme weather conditions, special events, excursions or completion of unfinished work.
- Teachers may require a student to finish work which has not been completed in regular instruction times if they believe the child has had the opportunity and has the ability to finish the activity within given timeframes and with appropriate support. Students are not to work for more than half the time allocated for recess or lunch, and the student must be supervised at all times, if in the classroom. If a child is working during recess or lunch they will be given the opportunity to use bathroom facilities, eat snacks or lunch during that time, if they choose, or may eat once they complete the activity.
- Teachers are required to consult with the Principal about any student with frequent detentions. The Principal is responsible for the care and well-being of all students, together with the responsibility for encouraging all students to set and strive for the highest achievable standards within each student’s individual physical, intellectual, emotional and social capabilities. Frequent detentions may trigger further consideration of the development of an Individual Learning Plan, Behaviour Management Plan, Student Support Group establishment and/or other support for the student. It is expected that teachers will discuss any concerns with parents if there are ongoing issues.
- No after school detentions will be organised without direct consultation with parents and the Principal. If parents do not wish an after school detention to occur, an alternative

- consequence will be arranged.
- The *Education and Training Reform Act 2006* and *Education and Training Regulations 2007* provide the legislative basis for 'detentions' during school hours.
- Further procedures detailing after school detention are available in the School Policy and Advisory Guide referred to below.

Suspension and Expulsion Procedures

- These procedures will be in accordance with the Department of Education and Training Student Engagement and Inclusion Guidance

Communication of Policies

This policy will be communicated to our school community in the following way:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Reminders in our school newsletter
- Hard copy available from school administration upon request

REFERENCE/RELATED POLICY:

- School Policy and Advisory Guide, Department of Education and Training (www.education.vic.gov.au)

EVALUATION:

- This policy will be reviewed on an annual basis.

This policy was ratified by School Council on 11.8.21