CANTERBURY PRIMARY SCHOOL

4.2 STUDENT ENGAGEMENT AND WELLBEING POLICY

This policy should be read in conjunction with *Student Engagement and Inclusion Guidance,the Program for Students with Disabilities* as well as *4.12 Bullying and Harrassment policy*

OVERVIEW OF THIS DOCUMENT

The Student Engagement and Wellbeing Policy outlines the guiding principles and programs employed by Canterbury Primary School, as well as links to DEECD and other references.

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1. SCHOOL PROFILE STATEMENT

Canterbury Primary School is located within one of the five most highly advantaged Australian electorates with most families of English speaking backgrounds, although there has been an increase of families with language backgrounds other than English in the last five years. The school has 605 students and employs 57 staff members in full or part-time roles, including specialist teachers for Mandarin, Art, Music and Physical Education, English as an Addition Language, as well as a First Aid officer.

Over the past five years, Canterbury Primary School has undergone a significant shift in the way its teachers deliver curriculum. Student voice informs the learning experiences and teachers plan using the relevant curriculum that links from the Victorian Curriculum. Teachers strive to connect their students to the local and wider community wherever possible, particularly through the use of social media and technology. Technology has transformed the way students can learn, with personalisation of tasks becoming the norm in classrooms. Students learn through real life experiences and learning tasks are underpinned with authentic purpose or context.

2. VISION AND VALUES

Our school's purpose is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.

Our values guide the decisions and behaviours of all members of our school community.

> **Respect** - For ourselves and others, as well as caring for, understanding and accepting ourselves and others
> **Responsibility** - Demonstrating ownership of our actions and words
> **Integrity** - Doing the right thing, even when no one is around to see
> **Resilience** - Bouncing back and learning from difficulties or disappointments

A statement about the rights and responsibilities of all students and school staff is included at **Appendix A**.

3. GUIDING PRINCIPLES

- The school has collaboratively developed and implemented a fair and respectful whole-school engagement and behaviour management approach, based around student voice, rich learning and the importance of community.

- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

- The school will promote active student participation and provide students with a sense of ownership of their environment.

- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. ENGAGEMENT STRATEGIES

Despite being a high-achieving school, Year 5 and 6 Student Opinion data reflects that students do not always feel engaged. Staff are fully aware of the need to increase student connectedness with school.

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix B**.

5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Tracking
- Engagement with student families

In addition, the diverse needs of students with disabilities will be met as outlined in the Department's Program for Students with Disabilities.

6. BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix C**.

7. SCHOOL ACTIONS – RESPONDING TO STUDENT BEHAVIOUR

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,
- 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
- involving community support agencies.

Discipline Procedures – Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in ***Effective Schools are Engaging Schools Student Engagement Policy Guidelines***.

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school in any circumstance.

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
- Internal suspension: 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. A 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.
  Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required)
  http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm

8. ENGAGING WITH FAMILIES

Canterbury Primary School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council, as well as School Council Sub-Committees. The School Council provides financial relief to support families in need. The Parents' Association also provides support to families in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers to contribute
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parent's responsibilities for supporting their child's attendance and engagement are outlined at **Appendix A and C.** Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

9. REFERENCES

This policy is informed by the Department of Education and Training Student Engagement and Inclusion Guidance available at
http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx and the Program for Students with Disabilities
http://www.education.vic.gov.au/Documents/about/programs/needs/psdguidelines.docx

ACHIEVEMENT MEASURES

- Attitudes to School Survey
- Victorian Curriculum reporting data (teacher judgements)
- Parent Opinion Survey
- Data from case management work with students

STATUS: RATIFIED BY SCHOOL COUNCIL - MARCH, 2010.
REVIEWED & RATIFIED BY SCHOOL COUNCIL - AUGUST, 2016.

APPENDIX A STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the Canterbury Primary School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying and Harassment Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

APPENDIX B - STUDENT ENGAGEMENT STRATEGIES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

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

- establishing predictable, inclusive, 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
- providing learning opportunities that have authentic purpose or context for students
- consistently acknowledging all students
- empowering students by incorporating student voice in learning opportunities and creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing an orderly learning environment that is conducive to positive behaviours and effective engagement in learning
- opportunities for teachers to continuously improve their practice, through student and peer feedback.

Targeted strategies include:

- building of relationships within the classroom with strategies such as Community Circles, Tribes or Play is the Way
- the consistent use of restorative practices to build and mend relationships (see Appendix C)
- the implementation of inclusive extra-curricular activities such as Lego Club
- the employment of specific professionals who can support teachers to upskill as well as work with engaging students in new areas of technology.

Strategies to support attendance and engagement of individual students include:

- Meet with student and their parent/carer to talk about how best to help the student engage with school
- Establish a Student Support Group.
- Seek extra resources under the Program for Students with Disabilities for eligible students
- Develop a Behaviour Support Plan and/or Individual Education Plan.
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer to internal support services including the Educational Psychologist
- Refer to external support services including Kids Hope.

APPENDIX C – SHARED BEHAVIOUR EXPECTATIONS

Canterbury Primary School has 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. This is achieved through staff, students and the school community working together using our agreed values of *respect, responsibility, integrity* and *resilience* as a framework.

School expectations include:
- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- 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
- prioritising the need for students to be able to form, maintain and restore interpersonal relationships.

Restorative Practices *(see Effective Schools are Engaging Schools - Student Engagement Policy Guidelines)*

The school is committed to the use of restorative practices, which:
- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001; Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Restorative practices prioritise repairing harm to relationships and people. Keys skills that are embedded within restorative practices include: active listening, facilitating dialogue, restorative questioning, problem solving, expressing emotions and empowering others to take ownership of problems. Restorative practices can be represented by a range of informal and formal strategies, such as the use of effective language, class meetings and community conferencing. A central restorative practice is the conduct of restorative conferences amongst all parties involved in incidents of bullying in order to achieve reconciliation.