STUDENT ENGAGEMENT

Policy Details

Policy Title	Student Engagement and Inclusion Policy
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SCHOOL PROFILE STATEMENT

Harcourt Valley Primary School promotes respect, integrity, resilience and responsibility as its central values. The core purpose is to provide the Harcourt district with a comprehensive primary education for all which empowers students to learn to be citizens of the twenty first century, meaning that they are:

- ❖ Active learners
- ❖ Effectively literate and numerate
- ❖ Developing emotionally and socially
- ❖ Managing their own wellbeing
- ❖ Creative and independent thinkers
- ❖ Environmental guardians
- ❖ Technologically competent and responsible
- ❖ Contributing to and involved in the community
- ❖ Inclusive of everyone

The school community values:

- ❖ Respect for self, others and the environment
- ❖ Provision of a safe, secure and engaging environment
- ❖ Provision of a co-operative and friendly environment where students share the responsibility for their own learning and behaviour
- ❖ The importance of literacy and numeracy skills
- ❖ The promotion of an environmentally sustainable community
- ❖ A positive home-school partnership

Harcourt Valley was an amalgamation of two rural schools over twenty years ago and has continued to serve the needs of the district as these two schools did for 150 years. After a period of decline linked to the construction of the Calder Freeway, Harcourt is experiencing an increase in population. It is a largely middle class mono cultural community, known for both its apples and wines. The school draws its student population from a large area. This is managed through the provision of a school bus service which brings in students from the east and north of the school. The school

moved into new buildings in 2009, with a competition standard basketball stadium being constructed in 2011. Staff are fully committed to the development of the learner and themselves through professional growth and continuous improvement. The Kidsmatter Framework, Better Buddies program and a strong focus on the school's values underpin the school's wellbeing strategy.

WHOLE SCHOOL PREVENTION STATEMENT

School Mission Statement

We are learning to be responsible and engaged citizens of the 21st century.

This means we are:

- Active learners
- Effectively literate and numerate
- Developing emotionally and socially
- Managing our own well-being
- Creative and independent thinkers
- Environmental guardians
- Technologically competent and responsible
- Contributing to and involved in the community
- Inclusive of everyone

Harcourt Valley Primary School endeavours to create an environment in which every child feels happy, safe and valued

The community of Harcourt Valley Primary School works towards achieving its purpose by planning and implementing programs and administrative policies that support and enhance the individual and the group. Harcourt Valley Primary School take into account the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

We believe:

- All students have the ability to learn.
- All children are treated as individuals and encouraged to develop to their full potential intellectually, socially, emotionally and physically
- All children are supported in the development of self-esteem, to become confident, self-motivated learners aspiring towards a high level of achievement in all areas of the curriculum
- All children are encouraged to support each other and respect all those who operate within their school, and to value the contributions of parents, teachers, peers and the community.

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules are developed. These are supported by a set of consequences. The rules are developed during the "Building Our Learning Community" program at the beginning of each year and are displayed in each classroom.

By increasing each child's self-esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student wellbeing at Harcourt Valley Primary School aims to provide and nurture student development academically, socially, emotionally, physically and creatively.

The four components of the Kidsmatter framework provide a foundation for student wellbeing and success.
Component 1 – Positive School Community
Component 2 – Social and Emotional Learning
Component 3 – Working with Parents and Carers
Component 4 – Children with Mental Health Difficulties

A Restorative Practice approach is used in the first instance for student management issues.

A Restorative Approach
- Encourages students to appreciate the consequences of their actions for others

- Enables students to make amends where their actions have harmed others

- Requires students to be accountable for their actions

- Encourages respect for all concerned

- Develops empathy

In the event that a student needs to be dealt with differently, then the staged response leading to withdrawal, suspension or expulsion will be followed.

To support the happiness and safety of our school community, staff and students at Harcourt Valley Primary School uphold the following pledge.

HARCOURT VALLEY PRIMARY SCHOOL PLEDGE

**As a citizen of Harcourt Valley Primary School
I am considerate of others,
I am responsible for my own actions,
I will respect my environment,
Take pride in my work –
And have fun while I learn.**

ENGAGEMENT AND WELLBEING GOALS

- Encourage students to be responsible for the outcome of their actions and accept the consequences of their behaviour
- Promote respect, caring and positive relationships between all individuals and groups within the school community.
- Build a sense of belonging that promotes wellbeing and an awareness of student's rights and responsibilities.
- Provide an environment to strengthen each student's ability to cope, build resilience and enhance their connectedness to school.
- Provide support services and programs for students at risk, where necessary

PRINCIPLES FOR HEALTH AND WELLBEING

The Principles are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

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.

Principle 9 – Strengths Based Approach to Wellbeing

PROGRAMS IMPLEMENTED TO PROMOTE STUDENT ENGAGEMENT, WELLBEING, HIGH ATTENDANCE AND POSITIVE BEHAVIOURS

Across whole school	Class level	Community/ Parent linked
Whole school welfare	Camping program	Applefest
Cool to be at School program	Swimming program	Vegetable garden
Early Bird Awards	Pre school to School transition	Mother's day breakfast
SEL program	Year 6-7 transition	Father's day breakfast
Assembly Awards	Netbook program Grade 3-6	CWA Reading helpers Parent Reading Helpers
Student of the Week Awards	Preparation for Puberty	Community support programs
Choir	First Aid	Casserole tea
Sunsmart program	Intervention programs	Family care packages
Fruity Friday	Buddies	Focus groups
Program for Students with a Disability	Young Leaders Day	Special events
Student tracking	Staff/ student mentoring program	Parent teacher interviews
Whole school activities and special events	Specialist sporting programs	Parent information sessions
Book Week	Flexible learning spaces conducive to learning	Landcare
Inter school sport		Student lead conferences
Applefest		Lawn bowls program
Arts performances		Community use of the stadium
Excursions		Ulambara
School concert		Working bees
Weekly assembly		Links with the preschool
Graduation		Education Week
Bike Ed – Grade 3-6, Scooter Ed – Grade Prep – 2		Choir excursions to sing at the hospital, aged care facilities and community groups
Peer Support		Literacy and Numeracy Week
Buddies		Buda Great Veggie competition

ICT rich environment		
Differentiated curriculum		
Individual learning plans		
Student Support Services		
Restorative practices		
Asthma Awareness		
House System		
Sustainability group		
Cooking program		
Breakfast program		

RIGHTS AND RESPONSIBILITIES

Guiding Principles
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.

Bullying and Harassment
It is important for the school to provide a safe and friendly environment free from bullying and harassment for students and staff and to encourage care, courtesy and respect for others.

All members of the school community have an obligation to report instances of bullying and harassment.

All complaints will be taken seriously and confidentially.

Definitions
Bullying: is when someone uses power to hurt, scare or intimidate others. It can be done by an individual or a group, and can be carried out physically, emotionally or verbally, regularly and over time. People may bully because they feel bad about themselves or to gain popularity, sometimes even for pleasure.

Examples of bullying include –
* *Physical*   Pushing, shoving, fighting, hitting, pinching and any other unwelcome physical contact.
* *Verbal*   Teasing, taunting, threats, put downs, degrading, racial and religious comments, andcomments relating to disabilities and gender.
* *Gesture*   Non-verbal signals
* *Exclusion*   Being left out of activities on purpose
* *Cyber Bullying*   Teasing, taunting, threats, put downs, degrading, racial and religious comments, and comments relating to disabilities and gender using any digital media.

Harassment: is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

So that everyone in our school community can work and play together in a happy, friendly and productive environment there are certain rights and responsibilities we all need to follow.

Rights		
Students	**Staff**	**Parents/Carers**
Students have the right to: • Be treated and spoken to fairly and with respect • Play and learn happily without interference from others • Be accepted and valued as an individual • Have equal access to school facilities and equipment • Be provided with a positive and safe learning environment in which academic, social and physical potential can be fully developed	Staff members have the right to: • Be treated with respect • Be able to perform their duties without harmful or disruptive influences • Work in a safe, pleasant and harmonious environment • Be supported by families in the education of their children • Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Parents and Carers have the right to: • Be treated with respect • Be attended to professionally and effectively • Work in partnership with the school to support their child's education • Be informed about their child's education • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Responsibilities

Students	Staff	Parents/ Carers
Students responsibilities are to: • Allow others to learn and play without interference • Treat others with respect • Act so no harm comes to themself or to others • Accept others as individuals with differing backgrounds, personalities and values • Participate to the best of their ability in all school activities • Be careful in the use of facilities and equipment • Observe school rules • Respect and care for the school buildings and grounds • Come to school every day possible • Wear school uniform	Staff responsibilities are to: • Maintain and contribute to a climate where all students have the opportunity to learn and play happily in a positive environment • Provide opportunities for all students to experience personal success • Develop positive values in students • Treat all students fairly and with respect • Communicate regularly with parents about their child's education and behaviour • Know how students learn and how to teach them effectively • Use a range of teaching strategies and resources to engage students in effective learning • Undertake professional learning and continuously reflect on current practice	Parents and Carers responsibilities are to: • Assist their child to develop a positive self image, tolerance and understanding of others • Follow their child's progress with interest and enthusiasm • Ensure that their child attends school and is punctual • Inform teachers about any relevant medical and family situations which may impact on the teaching and learning for that student • Support the school in providing a safe and respectful learning environment • Be aware of the ways they can support the school: such as regular payment of fees, involvement in parent club, school council, working bees, classroom helpers, school sports performing arts etc. • To access the school's

		communication medium and act on information and requests contained in it

SHARED EXPECTATIONS

The Student Engagement Policy encourages students to be responsible for the outcome of their own actions and to accept the consequences of their own behaviour.

The following behaviours are not acceptable: fighting, verbal abuse, answering back, disruptive behaviour and bullying of any type: verbal, physical, indirect or cyber.

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 are: **Freedom, Respect, Equality** and **Dignity.**
The school's values are: **Respect, Integrity, Resilience** and **Responsibility.**

With rights comes responsibility. As such, all members of the school community including the School Council, principal, teachers, students, parents, education support staff and community members have a responsibility to acknowledge the rights of others and behave in such a way as to protect those rights for other people.

SCHOOL ACTIONS AND CONSEQUENCES

The implementation of preventative and early intervention measures are part of the school's staged response to creating a positive school culture and managing challenging behaviours in students

The strategies of Restorative Practice will be used in the first instance for all student management issues.

A Restorative Approach:
- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all
- Develops empathy

However in the circumstance where this is not an effective approach, the following outlines the school's actions. In all circumstances, any form of corporal punishment is prohibited.

STAGED RESPONSE

Stage 1: Prevention and Early Intervention

Suggested Strategies	School Actions
Recognise appropriate behaviour	- Find out what the student is good at - Provide opportunities for each student to demonstrate their strengths - Celebrate successes at assembly - Highlight positive events on the school's communication medium - Provide leadership opportunities - Give positive feedback - Give the student the right to represent the school - Send a special report to parents - Conduct awards events
Establish consistent school wide processes to identify students at risk of disengagement from learning	- Liaise with pre schools, other primary schools and secondary colleges when implementing transition programs - Implement whole school approaches such as Restorative Practices, values education and Social and Emotional Learning programs - Meet regularly as a wellbeing group

	- Use the Student Attitudes to School Survey to inform planning - Contact other schools for details of students who have transferred
Establish consistent school wide processes and programs for early intervention	- Ensure that students undertake effective transition programs - Utilise the expertise of the wellbeing group - Utilise opportunities to refer students to school support services if appropriate - Conduct testing and determine funding levels for Program for Students with a Disability (PSD) - Refer students for diagnostic assessments - Utilise programs offered by and make appropriate referrals to Community Support Agencies
Establish an understanding of the life circumstances of the child	- Review previous files/records - Discuss with parent - Nominate an explicitly identified adult to get to know the student - Have teachers develop a positive relationship with all students and parents based on mutual respect - Talk to the students and refer them to the school values and shared expectations - Discuss appropriate behaviours for the classroom, at assembly, specialist classes, excursions, camps and other activities.

When inappropriate behaviour occurs the outlined stages of consequences are followed.

CONSEQUENCES OF MISCONDUCT

Step 1   A reminder and explanation is given to the child that the behaviour is unacceptable.

Step 2   If the behaviour continues, a verbal warning is given to the student and is recorded on the whiteboard.

Step 3   Time Out- student is given "time out" from the playground or classroom and will spend time in another classroom or another appropriate place.
Parents may be notified

Step 4   Report of Misconduct
After the Principal has been informed of serious conduct breaches, a Report of Misconduct will be sent home to inform parents of the student's breach of the Code of Conduct.

Step 5   Discipline meeting for student support
A meeting is held with parents to discuss the student's behaviour and strategies which will assist the child.
Recommendations may be made for the student to be referred to the appropriate student services

Step 6   Withdrawal or detention
Students may be withdrawn from major events such as camps and excursions due to inappropriate behaviour or a 30 minute after school detention may be imposed. Parents will be informed as per DET guidelines

Step 7   Exclusion – Suspension and Expulsion

                   Processes involved in suspension and expulsions are serious disciplinary measures and will follow DET guidelines in consultation between students, parents, Principal and staff members concerned as outlined in the Student Engagement Guidelines.

Corporal Punishment is not permitted in the school

EVALUATION
This policy will be reviewed as part of the school's regular review cycle

SUPPORTING POLICY DOCUMENTS

Harcourt Valley Primary School Student Engagement Policy is supported by a number of school based policies
These policies are reviewed regularly by School Council

- Strategic Plan
- Annual Implementation Plan
- Values for Australian Schooling
- Kidsmatter framework
- Student Welfare
- Sunsmart
- Student Dress Code
- Student Code of Conduct
- Anaphylaxis Management
- Attendance
- Drug Education
- eSmart

- Camps and Excursions
- Anti Bullying
- Welfare meetings
- Attendance
- Integration
- Transition
- Yard Duty
- First Aid
- Medicines
- Asthma
- Cybersafety
- Cyberbullying