

Simpson Primary School Student Engagement Policy



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This policy reflects the DET Student Engagement and Inclusion Guidance and was reviewed in Consultation with the School Council. Ratified February 2019.

A. SCHOOL PROFILE

a) Purpose: Provide high quality education in a positive, supportive environment, enabling all students to achieve their potential.

b) Values: At Simpson Primary School we C.A.R.E. showing Consideration, Acceptance, respect and Engagement. Simpson Primary School also values Cooperation, Courtesy, Excellence, Trust, Communication, Honesty, Supportive Environment and Learning.

c) Environmental Context: Simpson Primary School, established in 1971, is located in southwest Victoria about 194 kilometres from Melbourne. The township is located in the centre of the Heytesbury Settlement, one of the most productive dairying areas in Australia. The majority of students live on farms and are bussed to and from school. The school is set in a well maintained site protected by its adjacent school plantation.

Enrolment levels have declined over the last 10 years due to the economies of the agricultural industries. Recent enrolments have added a multicultural dimension to our school population requiring us to consider English as an Additional Language issues.

There is a strong sense of community ownership of the school and its services and resources. This helps to promote the home-school partnership. Parents generally take great pride in the school's facilities and its maintenance. The schools buildings have been totally refurbished internally through the Better Schools program to which the School Council also contributed funds. The Early Years Learning Centre promotes the importance of learning and development in the formative years of a child's life through maternal health programs, playgroup and kindergarten.

The school is member of the Great South Coast Network of Schools which provides close links with neighbouring schools and access to a range of services and professional development opportunities.

The school provides a comprehensive curriculum based on the Victorian Curriculum as well as a range of extra-curricula opportunities for students. Teachers cooperatively plan units of work using an inquiry approach. The school and teachers are recognised for innovative practices – student led interviews, digital portfolios, focused literacy and numeracy blocks and the integrating of computer technology into the curriculum. Chinese has been adopted as our LOTE and is accessed via ICT from Beijing. A wide range of sporting activities at the school and interschool levels provide important opportunities for the students. Every second year a school production takes place involving all students in performance and production.

Classrooms have access to Apple computers, both desktops and laptops, with a ratio of 1:3, Ipads and interactive whiteboards. A STEM makerspace studio is also available for all classes to access.

School Wide Positive Behaviour Program is used to provide a framework for a whole school approach to student wellbeing. Our catch phrase of "At Simpson Primary School we C.A.R.E." Is based on the values of Consideration, Acceptance, Respect and Engagement. *At Simpson Primary School, we will develop a caring school environment that provides an inclusive, respectful learning experience where every individual engages to be the best version of themselves.*

B. WHOLE SCHOOL PREVENTION STATEMENT

At Simpson Primary School all students are provided the opportunity and encouragement to achieve full potential academically, socially and emotionally. (Strategic Plan 2016 – 2019)

The following prevention programs implemented at Simpson P.S. to encourage attendance, engagement and foster positive behaviours:

a) School Wide Positive Behaviour Program (SWPB)– We focus on each of the 4 values supported by activities from Healthy Relationships. Students are explicitly taught how each of these values would look at locations through and beyond our school community.

Consideration – **At Simpson PS we are considerate towards each other, and ourselves.**

Acceptance – **At Simpson PS we will accept responsibility for our actions and behaviours**

Respect – **At Simpson PS we respect ourselves, others and property**

Engagement/Effort – **At Simpson PS we engage to do our best at all times**

b) Learning to Learn

Simpson Primary School implements an intensive Learning to Learn program at the commencement of each year to facilitate teachers, parents and students developing a positive and supportive classroom, including classroom rights and responsibilities and playground environments.

c) Awards/Recognition

Recognition of Achievements occurs at assemblies, in our newsletter, in our foyer and other publications such as the web site. Weekly awards are presented based on SWPB. Daily opportunities to celebrate positive behaviours come in many forms including our 'GOTCHA!' tickets. The school works closely with community organisations eg. Simpson & District Lions Club, to provide awards and scholarships for the students.

d) Leadership

The school provides many leadership opportunities to students – School Captains, House Captains, Bus Captains, Junior School Council class representatives, Classroom Monitors.

e) Wellbeing

Personal Development programs such as Year 5 & 6 Human Development are provided with the support of Timboon Community Health. The school is involved in a number of wellbeing initiatives – Kidsmatter, Better Buddies, eSmart. Numerous sporting opportunities are provided, Sporting Schools – during & after school, Hooptime, Athletics, Cross Country, etc.

f) Goal Setting

All students are expected to and are assisted to develop individual learning goals based on their achievement & behavioural data which are reported against in interviews and written reports.

C. 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.

The Charter of Human Rights and Responsibilities Act 2006 outline 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 right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

Students

| Rights | Responsibilities |
|--|---|
| <ul style="list-style-type: none">• To work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambition.• To participate fully in the school's educational program | <ul style="list-style-type: none">• Attend regularly• Participate fully in the school's educational program• Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and other members of the community.• Demonstrate respect for the rights of others, including the right to learn.• As students progress through school they will take greater responsibility for their own learning – setting goals and managing resources - and participation as members of the whole school community. |

Parents / Carers

| Rights | Responsibilities |
|---|--|
| <ul style="list-style-type: none">• To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | <ul style="list-style-type: none">• Ensure their child's regular attendance• Promote positive educational outcomes for their child by taking an active interest in their child's educational progress and modelling positive behaviours• Engage in regular and constructive communication with school staff regarding their child's learning.• Support the school in maintaining a safe and respectful learning environment for all students. |

Teachers and Support Staff

| Rights | Responsibilities |
|---|--|
| <ul style="list-style-type: none">• To expect that they will be able to teach in an orderly, respectful and cooperative environment• Be informed, within Privacy | <ul style="list-style-type: none">• Fairly, reasonably and consistently, implement the engagement policy• Know how students learn and how to teach them effectively |

| | |
|--|---|
| requirements, about matters relating to students that will affect the teaching and learning program for that student | <ul style="list-style-type: none"> • Know the content they teach • Know their students • Plan and assess for effective learning • Create and maintain safe and challenging learning environments • Use a range of teaching strategies and resources to engage students in effective learning • Engage in constructive communication with parents. |
|--|---|

Definitions

- **Intimidation**- to force into or deter from some action by inducing fear.
- **Harass**- to irritate or torment persistently.
- **Care**- to provide needed assistance and watchful supervision.
- **Courtesy**- an act of kindness with respect or politeness.
- **Respect**- a willingness to show a consideration or appreciation.
- **Bullying & Cyber bullying**- definitions in Anti-Bullying policy under operational definitions.

D. SHARED EXPECTATIONS

Students

a) Engagement

Students will

- Actively participate in all activities to the best of their ability while at school.
- Embrace opportunities provided by the school.

b) Attendance

All students are expected to

- Come to school every day that the school is open to students.
- Provide an explanation from their parents/carers to their teacher when absent.
- Arrive at each class on time and ready to learn.

b) Behaviour

Students are expected to:

- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a safe, inclusive and happy school environment.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of others is unacceptable.
- Have high expectations that they can learn.

Staff

a) Engagement

Teachers will

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice developing a positive school culture in and outside the classroom

b) Attendance

Staff will

- Promote regular student attendance with all members of the community.
- Monitor and follow up on absences.

c) Behaviour

Teachers will

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other staff to share strategies and support each other to reflect on one's own behaviour management approach.
- Involve appropriate specialist expertise where necessary.

Parents/Carers

a) Engagement

Parents/carers are expected to

- actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner.
- Parents/carers are expected to support the school's efforts to educate children to live in a diverse world by promoting and understanding an appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.

b) Attendance

Parent/carers are expected to ensure that

- Enrolment details for their children are correct
- Their children attend school regularly
- When their child is absent from school they advise the school as soon as possible.

c) Behaviour

Parents/carers should

- Understand the school's behavioural expectations
- Work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

E. SCHOOL ACTIONS AND CONSEQUENCES

a) **Appropriate Behaviours** will be recognised by

- Positive feedback
- Classroom Awards
- Assembly awards
- Reports
- Newsletter articles
- Leadership opportunities
- Scholarships
- The right to represent the school and attend special activities, camps and excursions.

b) **Inappropriate Behaviour**

When students do not meet expectations a staged response is implemented

- Restorative Approach- see table below
- Talking to the student by referring them to the shared expectation
- Discussing appropriate behaviours in the classroom
- Classroom Behaviour chart
- Classroom restorative conference/ Circle Time
- Contact with parents
- Individual learning, behavioural or attendance management plan
- Student Support Group meetings
- Ask the student to undertake tasks designed to better equip him/her to behave positively in the future
- Withdrawal of privileges
- Counselling

Restorative Practices

Restorative practices focus on relationship management. It promotes an awareness of others, responsibility and empathy. A restorative question approach is as follows:

| When things go wrong | When someone has been hurt |
|--|---|
| <ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you did? In what way?• What do you think you need to do to make things right? | <ul style="list-style-type: none">• What did you think when you realized what happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right? |

c) **Ongoing Behaviour issues**

Where students exhibit ongoing inappropriate behaviour patterns, a range of strategies will be used. The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and managing challenging behaviours in students.

SIMPSON PRIMARY SCHOOL

School Wide Positive Behaviour Processes At Simpson PS we C.A.R.E.

GREEN

POSITIVE BEHAVIOUR

Using and modelling C.A.R.E. in our school and beyond:

Consideration

Acceptance

Respect

Engagement

Always strives to be their best

AMBER

LOW LEVEL MISCONDUCT

Minor misconduct

Inappropriate manners

Playing in wrong area

Not giving personal best

Rough play

Non-targeted accidental poor language

Minor property misuse

Unkind teasing

RED

PERSISTENT OR SIGNIFICANT MISCONDUCT

Exclusion of others

Belittling of others

Targeted swearing

Disrespect

Refusal to follow instructions

Dishonesty

Persistent class disruption

Dangerous behaviour

Teasing /threatening others

Bullying

Physical aggression

(Any physical incidents automatic time out of yard)

CONSEQUENCES

Affirming responses

Acknowledgement of behaviour:

Gotcha card,

Assembly award,

newsletter or web page

CARE award

Participation in all school activities & events

Preventative responses

Non verbal prompts

Remind, remind, warn, act

Move, regroup

Walking with teacher

Calm down break

Conference

Explicit C.A.R.E. teaching

Behaviour goals

Restorative responses

Minor responses

Buddy class

Reflection activity

Apology restorative conversation

Incident report recorded

Rectify damage/costs

Community service

Withdrawal of privileges

Restricted play areas

Mediation

Parent contact

Referral to senior staff

Major responses

Support personal involvement

Behavior management plan

Attendance protocols

Meeting with parents

Suspension

Expulsion