 Deer Park North Primary School

Student Engagement & Well-Being Policy 2017

This policy reflects the DEECD Student Engagement and Inclusion Guidance

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**DEER PARK NORTH PRIMARY SCHOOL**

Deer Park North Primary School is committed to promoting and protecting the interests and safety of children. We have zero tolerance for child abuse.

***Everyone working at DPNPS is responsible for the care and protection of children and reporting information about child abuse.***

All people working at DPNPS have the responsibility to abide by the Child Safe Policy (Appendix) t :

**1.** To facilitate the prevention of child abuse occurring within DPNPS.

**2.** To work towards an organisational culture of child safety.

**3.** To prevent child abuse within DPNPS.

**4.** To ensure that all parties are aware of their responsibilities for identifying possible occasions for child abuse and for establishing controls and procedures for preventing such abuse and/or detecting such abuse when it occurs.

**5.** To provide guidance to staff/volunteers/contractors as to action that should be taken where they suspect any abuse within or outside of the organisation.

**6.** To provide a clear statement to staff/volunteers/contractors forbidding any such abuse.

**7.** To provide assurance that any and all suspected abuse will be reported and fully investigated. DPNPS is committed to promoting and protecting at all times the best interests of children involved in its programs.

All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

DPNPS has zero tolerance for child abuse. Everyone working at DPNPS is responsible for the care and protection of the children within our care and reporting information about suspected child abuse.

Child protection is a shared responsibility between all employees and members of the DPNPS community.

DPNPS supports and respects all children, staff and volunteers. It is committed to the cultural safety of Aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children living with a disability.

Deer Park North Primary School (DPNPS) is committed to a Values Based Education which will promote Positive Behaviours and Expectations for all.

Our Behaviour Purpose Statement –

***At Deer Park North Primary School we strive to provide an inclusive, supportive & safe learning environment by empowering all students to care for themselves, others, their learning & their school.***

SCHOOL VALUES

Our School and Community beliefs about behaviours and learning are supported by our School Values

We have four Core Values that reflect a common understanding within out School community

Be Respectful - *Being someone who accepts the obligation to do something*

Be Empathetic - *Being someone who considers the feelings of self and others*

Be Your Best - *Being someone who does what is necessary to is considerate of others and values the environment*

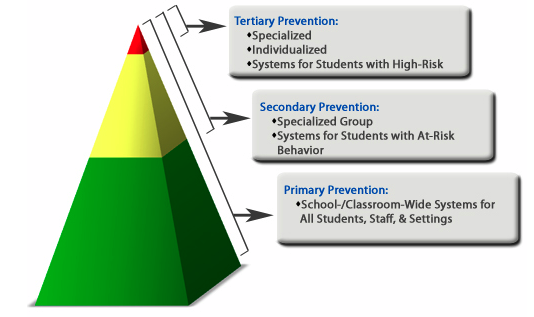
Be Resilient - *Being someone who copes with and recovers quickly from difficult situations*

BELIEFS:

DPNPS follows a Positive Schoolwide Behaviour model.

Introducing, modelling and reinforcing positive social behaviour is an important component of a student’s educational wellbeing. Teaching behavioural expectations and rewarding students for following them is a more positive approach that waiting for misbehaviour to occur before responding. Expected behaviours are detailed in a matrix that clearly articulates expected behaviours that should be displayed in all environments across the school.

We aim to establish a climate in which responsible behaviour is the norm for all students both in person and in online environments. We aim to provide a positive approach to behaviour management & positive acknowledgement.

[](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=imgres&cd=&cad=rja&uact=8&ved=0ahUKEwi-mvWR1MrNAhWEtpQKHRpGBuMQjRwIBw&url=http://www.sjusd.org/student-services/pbis/what-is-pbis/&psig=AFQjCNHP6bOyS1oKriSoy4KBQP3GjfzqEQ&ust=1467201094431524)

Primary Prevention – School wide practices that will provide highly predictable school and classroom environments through the establishment of school wide expectations and the implementation of school-wide behaviour management strategies that promote empowerment rather than control. Some examples include:

* Classroom Agreements / Codes of Cooperation are to be developed in all classrooms with the students. These are to be aligned with the school values. All to be clearly displayed within classroom. (Example of Expectations Matrix)
* Consistent practices for the management of Student Behaviour (see Classroom Procedures document)
* Programs such as Buddies, Peer Mediation, Student Voice & Leadership, eSmart Schools, Cybersafety lessons

Secondary Prevention – specialised approaches for students who demonstrate at-risk behaviours. This includes

* Referral to School Psychologist.
* Development of Behaviour Management Plans.
* Student Support Group Meetings.

Tertiary Prevention – specialised and individualised systems for support for students who have not had their needs met through school programs. This would include referrals to external agencies eg. CAMHS.

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will use the following information and tools to identify students in need of extras support

* Analysis of school data – yard duty folders

-classroom communication books

- classroom records eg. Warnings, remove from room, time outs

* Personal information gathered upon enrolment
* Attendance rates
* Academic performance particularly in literacy and numeracy assessments
* Behaviour observed by classroom teachers
* Engagement with student families
* Recommendations from the School Nurse

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| **DEER PARK NORTH PRIMARY SCHOOL-WIDE POSITIVE BEHAVIOURS MATRIX** | | | | | | | |
|  | **Always** | **Classroom** | **Toilets** | **Outdoors**  **-Playground**  **-Passive Play**  **-Gardens** | **Corridors/**  **Undercover** | **Gym** | **Online** |
| **Be Respectful** | Listen & follow instructions  Use polite words  Move safely  Use space correctly  Look after belongings & all equipment  Be friendly  Be honest  Share the space | Be on time  Speak nicely  Value opinions of others  Ask permission to leave  Let teachers teach & students learn  Follow Classroom Code of Cooperation  Treat property carefully | Take a responsible partner  Leave toilets clean & tidy  Respect the privacy of others  Use the toilet area only for its purpose then leave | Right game right place  Be aware of others  Tell yard duty teacher if something or someone is unsafe  Walk on paths  Use bins for litter  Handle plants gently  Keep hands & feet to self | Use inside voices  Care for displays  Value others learning time  Walk quietly  Line up quietly  Knock & enter quietly  Listen to directions | Ask before touching /using equipment  Look after & return equipment  Enter only if supervised | Only share what’s yours  Report inappropriate use  Use only positive & constructive comments |
| **Be Empathetic** | Try to understand how someone else is feeling  Use my manners at all times  Treat others as you would like to be treated  Speak up if you see something wrong  Encourage & support others | Be supportive of others  Solve problems peacefully  Include everyone  Make positive comments about my classmates & their work  Offer help | Wait patiently  Keep it clean for the next user | Include everyone who wants to play  Take turns  Support someone when they are hurt or need help  Encourage others  Invite others to join in | Appreciate the efforts of others  Be mindful of other’s working  Enjoy & respect work on display | Allow others to join in  Encourage others | Think before you post |
| **Be Your Best** | Be at school on time & ready to learn  Follow the Code of Conduct  Have a go  Ask for help  Listen & participate  Represent school in a positive way | Have a go  Be hard working  Work as a team  Take risks in my learning  Ask questions  Strive for excellence  Try new things  Be neat & tidy | Feel clean before you leave  Only go to toilets in class time when I need to | Problem solve  Cooperate with others  Follow the rules of the game  Accept outcomes and move on  Stop, think, then do | Line up & wait for your teacher  Zip up bag & hang on hook  Shelter sensibly on wet day  Walk at all times | Try new things  Persevere & do not give up | Follow Acceptable use Agreement  Use age appropriate spaces & apps  Keep passwords private |
| **Be Resilient** | Stop, Think then do  Look for solutions  Ask for help  Try again  Stay calm under pressure | Be willing to have a go  Keep trying  Learn from my mistakes  Work out ways to solve problems | Only go to toilets when I need to | Accept adult & umpire decisions  Share my friends  Share the space  Recover quickly after a problem | Remind others of the right thing to do. | Be a good sport | Ask for help  If it bothers you – turn it off  Block upsetting people |

POSITIVE STRATEGIES

In an attempt to foster desired outcomes the School is committed to utilising the following strategies

* Consistent Whole School Behaviour Approach.
* Positive reinforcement.
* Encourage friendship.
* Develop respect and acknowledge differences.
* Encourage sharing, tolerance and compassion amongst all students.
* Enhance and encourage parent / teacher contact.
* Be actively involved with the students.
* Make specials effort to observe, assist and involve all students.
* Encourage organised and responsible play within our playground.
* Encourage respectful and responsible use of technology in online environments.

RESTORATIVE PRACTICES

The school has a commitment to the use of restorative practices with students. By using restorative practices we believe we can develop

* Student learning and facilitate an environment of safety, trust and connectedness.
* Promote an awareness of others, responsibility and empathy.
* Involve direct participation of those affected by misconduct in its resolution.
* Promote the management of relationships rather than behaviour management.
* Separate the behaviour form the individual.
* Re-establish relationships which may have been harmed.

STUDENT ENGAGEMENT STRATEGIES

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| **Universal Strategies** | **Targeted Strategies** | **Individual Strategies** |
| * DPNPS will deliver a broad curriculum * Our teachers will adopt a range of teaching & assessment approaches to effectively respond to the diverse learning styles, strengths of our students * Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/careers, and these will be taught to all students and shared with their families * Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and communications to parents * All students will have the opportunity to participate in social and emotional learning curriculum that is Values based * Students will have the opportunity to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. | * A Student Support Group will be formed to develop an Individual Learning Plan to meet the needs of the student. * The School Nurse and welfare staff will undertake health promotion and social skill development in response to needs identifies by classroom teachers, other school staff or parents/ carers. * Relevant teaching staff will apply a trauma informed approach Using *Calmer Classrooms: A Guide to Working with Traumatised Children* when working with such students as from refugee backgrounds or who are in out of home care | Strategies to support attendance and engagement for 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 an Individual Learning Plan * Consider if any environmental changes need to be made eg. Changing the classroom setup * Refer to internal support services eg. Student Welfare Coordinator, Psychologist, Speech Pathologist * Refer to external support services including Child First, Local Government Youth Services, Good Shepherd, Learning Difficulties Centre, |

STUDENT, TEACHER AND PARENT RIGHTS

The Student Engagement and Wellbeing Policy is based on the following principles:

* All students have the right to be valued and treated with respect.
* Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
* Students, teachers and parents have the right to communicate respectfully and safely in online environments.
* Teachers have the right to teach in an atmosphere of order and cooperation.
* Parents have the right to expect that their students will be education in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
* Positive relationships to be encouraged amongst all students.

Rights are never enjoyed automatically. To enjoy these rights we must take into account our responsibilities.

STUDENT RESPONSIBILITIES

* Be cooperative, considerate and courteous.
* Treat all students in the classroom or playground respectfully.
* Alert a teacher if they or another student is being bullies.
* Display acceptable online behaviours.
* Use acceptable language.
* Line up quietly and move quietly between rooms.
* Use playground equipment and grounds safely.
* Take care of school and other peoples’ property.
* Only throw balls and items designed to be thrown.
* Bring appropriate toys to the school
* Behave on camps and excursions in a way that demonstrates our values.
* Always wear a hat during terms 1 & 4.

STAFF REPSONSIBILITIES

* Ensure that all students and fellow staff are safe and well in their school environment.
* Treat all students and staff fairly and respectfully.
* Promote a learning environment which maximises the opportunity for all students to strive for excellence.
* Provide and promote positive role models for students at all times.
* Inform parents of their student’s performance at school.
* Ensure that they meet all “duty of care” obligations.
* Ensure that all Occupational Health & Safety requirements are met
* Teach and reinforce acceptable online behaviours.

PARENT REPSONSIBILITIES

* Ensure your student attends school and is at school on time.
* Model behaviours that support the schools Values.
* Support the school in its efforts to maintain a positive and safe teaching and learning environment.
* Communicate all matters that may affect your student’s learning and wellbeing.
* Engage in regular and constructive communication with school staff regarding your student’s learning and wellbeing.
* Ensure that they model the student code of conduct and recognise that the school is a workplace as well as a school that is free from harassment and aggression.
* Ensure that students adhere to the ‘Acceptable Use of Technology’ policy.
* Be aware of, and monitor students’ online behaviour.
* Report any inappropriate online behaviour such as cyberbullying if other students at Deer Park North are involved.

THE FOLLOWING MEASURES MAY BE APPLIED WHEN SCHOOL EXPECTATIONS ARE NOT MET

DISCUSSION, INVESTIGATION AND COUNSELLING

* Counselling will be of a positive nature and will give the opportunity for the student to work out a satisfactory solution to the problem.

LOGICAL CONSEQUENCES

* The student is encouraged to see the connection between behaviour and taking responsibility for his/ her choices and actions

DETAINING STUDENTS

* Students may be detained during a break to complete school work.
* Students may be detained during a break to discuss a behavioural incident.
* Students may be asked to walk with a teacher while in the yard.
* This will be for up to half of the break.

MEETINGS

* Informal meetings may be convened at the request of teachers or parents to exchange information to seek solutions to behavioural problems / difficulties if students.

POSITIVE STRATEGIES

* Positive reinforcement eg. Stickers, House or Table points
* Note home
* Student of the Week
* Classroom responsibilities
* eSmart Cybersafety tasks

* Leadership roles
* Buddy program
* Lunchtime activities
* Wheel of Choice

**PLEASE NOTE:** The Education Training & Reform Act (2006) prohibits the use of corporal punishment. **Corporal Punishment must NOT be used at the school under any circumstance.**

CONSEQUENCES OF INAPPROPRIATE BEHAVIOURS

Consequences occur as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should, if possible relate to the rule that has been broken.

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| **Action** | **By Whom** | **Why** | **When** | **How (examples)** |
| Step 1:  Warning | Classroom teacher  Yard duty teacher | To refocus  To remind of appropriate behaviour  To return to appropriate behaviour | When student’s behaviour is disruptive eg;  Calling out  Not on task  Spoiling games  Interfering with others | Remind student of expectation  Refer to Behaviour Matrix / Class Agreement  Ask them to return to task |
| Step 2:  Intervention | Classroom teacher  Yard duty teacher | To stop the disruptive behaviour | When Step 1 has not been successful | Move student away from group  Walk with yard duty teacher  Extra time at recess with teacher |
| Step 3:  Action | Classroom teacher  Yard duty teacher | To prevent student from continuing inappropriate behaviour  Give time to think about desired behaviours | If student has re-entered group and behaviour continues | Send student to another class room for “Time Out” |
| Step 4:  External Assistance | Classroom Teacher  Yard duty teacher  Member of Leadership  Assistant Principal  Principal | Actions above have failed to modify behaviours  Behaviour is extreme and requires prompt attention | When above steps have not modified behaviours | Leadership, Teachers & (psychologist, speech pathologist) to assist the teacher to develop a plan of action |
| Step 5:  Suspension | Principal | Plans have failed to modify behaviours | All steps above have been unsuccessful | DEECD guidelines |
| Step 6:  Expulsion | Principal | Students behaviour is extreme |  | DEECD guidelines |

PROMOTING POSITIVE BEHAVIOURS THROUGH A STAGED RESPONSE

(To be read in conjunction with “Effective Schools are Engaging Schools – Student Engagement Policy Guidelines 2009)

Consequences for cyberbullying or disrespectful online behaviour will be dealt with according to the incident severity

STEP 1: IMPLEMENTING PREVENTATIVE STRATEGIES

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Engagement Policy. Prevention and early intervention policies should include:

* Define and teach school wide classroom expectations.
* Establish consistent school wide and classroom consequences for behaviours.
* Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty.
* Provide school-wide and classroom processes for ongoing collection and use of data for decision-making.
* Empower students by providing opportunities for them to take responsibility and be involved in decision making.
* Provide a physical environment conducive to positive behaviours and effective engagement in learning.

STEP 2: INTERVENTION

When concerns arise about a student’s behaviour, or when a student is displaying patterns of problem behaviour, a more targeted response may be required to support the student. Interventions should :

* Include the teaching and/or building of pro-social replacement behaviours.
* Occur in the classroom as the first option and should always involve the classroom teacher/s.
* Include both academic and social strategies.
* Monitor progress and gradually reduce support.
* Include the formation of a student support group which is critical and this should involve parents/carers.

STEP 3: TEACHERS AND STUDENT ACTION PLAN

The action plan and student support group aims to:

* Develop an understanding of the student.
* Utilise data monitoring systems that will inform decision making.
* Identify the student’s learning. Social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement.
* Involve key specialist learning and wellbeing support staff, eg. Student welfare coordinator, school psychologist, speech pathologist, literacy/numeracy coach,
* Develop an Individual Learning Plan or Suet Behaviour Contract with the classroom teacher/s and ensure support to implement the plan.
* Support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies.

STEP 4: EXTERNAL ASSISTANCE

Meetings of student support groups must involve

* School Principal (or delegate)
* Student (as appropriate)
* Student’s main teacher
* Parents/ carers
* Professionals who have be supporting the student or their family eg. Student welfare coordinator, psychologist, social worker

STEP 5: SUSPENSION (See Ministerial Oder 625 : Suspensions & Expulsions 2014)

A principal may suspend a student if, while at school, travelling to or from school or during an out of school activity (including travel there and back) they:

Clause 6

(a)They behave in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

(b) Causes significant damage to or destruction of property;

(c) Commits to attempts to commit or is knowingly involved in the theft of property;

(d) Possess, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

(e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

(f ) Consistently engages in behaviour that vilifies, defames or humiliates another person based on age, breastfeeding, gender identity, impairment, industrial activity, marital status, parental status as a carer; physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified to any of the above attribute

(g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

1. The behaviour for which the student is being suspended
2. The educational needs of the student
3. Any disability or additional learning needs of the student
4. The age of the student
5. The residential and social circumstances of the student.

STEP 6: EXPULSION

A Principal may suspend a student if, while at school, travelling to or from school or during an out of school activity (including travel there and back) they:

1. The student does anything mention in Clause (a) to (g) and
2. The student’s behaviour is of such magnitude, that having regard to the needs of the student to receive an education compared to the need to maintain health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school’s educational programs, expulsion is the only available mechanism.

The procedures for Suspension and Expulsion are as detailed in Ministerial Oder 625 : Suspensions & Expulsions 2014)

STUDENT ATTENDANCE POLICY

RATIONALE: The Education act 1958 requires that students of school age (six – seventeen years) resident in Victoria are required to be in full time attendance at a government or registered non-government school unless that are receiving approved home tuition.

AIMS: To maximise student learning opportunities and performance by ensuring students required to attend school do so regularly and without unnecessary absences.

WHOLE SCHOOL STRATEGIES:

* Following up student absences promptly and consistently
* Creating a safe, supporting learning environment where all students experience success through active participation and engagement in purposeful learning.
* Articulating high expectations to all members of the school community.
* Linking families with local agencies and community groups to maximise program and individual support.
* Clearly written and verbal statements made regularly to parents/ carers ad students about school and community attendance expectations.
* Communicating to parents the effects of absence and the need for targeted interventions.
* Individual student learning plans including attendance and punctuality.
* Student attendance and absence rates will appear on student half year and end of year reports.

IMPLEMENTATION / INTERVENTION: Refer to Attendance Flow Chart

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| **Deer Park North Primary School**  **Attendance Procedure Flow Chart** |

**Teacher Marks roll using GradeXpert/ eCases21**

**Student present**

**Student is absent for 3 consecutive days**

**Student returns with a Note**

**Student Absent**

**Teacher calls home to enquire about absence**

**Student returns without a note of explanation**

**Teacher provides student with unexplained absence note**

**Teacher updates GradeXpert/eCases21 roll**

Letter is returned and office updates eCases21

**Letter is returned and office updates GradeXpert/eCases21**

**Note is not returned & office sends home the monthly attendance letter**

**If contact is made & explanation given then teacher updates GradeXpert/eCases21**

**Absence less than 80%**

**Meeting with Teacher / Parent / Leadership**

**Individual Learning Plan to address issue**

**Absence less than 90% Teacher to phone or meet parent to discuss /address issues**