Cranbourne West Primary School No. 5189

STUDENT ENGAGEMENT POLICY

1. School Profile

Cranbourne West Primary School services an established, low-income residential district in the southeastern growth corridor of Melbourne. The current enrolment has a diverse and rich cultural mix. The school provides a balanced and varied educational program emphasizing the development of Literacy, Numeracy, and Social Competency skills. These skills are developed through a ‘big ideas’ framework that encompasses:
- ICT
- Inspiring Teaching and Deep and Profound Learning
- Learning Communities
- Local and Global Citizenship.

The school is divided into five learning areas. These areas consist of mixed year levels with cooperative planning, learning and activities being the primary focus. The school’s pedagogical and organisational practices are based on the multi-age educational philosophy – that of optimizing the development of the individual child. Our focus is on respecting and valuing the diversity that is represented within the student groups.

Cranbourne West is a values driven school with a strong expectation from our school community that we live our four school values of Learning, Trust, Respect and a Sense of Humor.

The school has a strong volunteer group of parents and the school community is encouraged to take an active part in the educational process through involvement in all school activities.

The school has developed strong associations with community-based organisations, several who have a presence at the school on a weekly basis and provide valuable information and support for the parent and student community.

2. Whole School Prevention Statement

The school has focused on the development of an environment where students are encouraged to strive for excellence in an atmosphere of confidence and enjoyment. To achieve this an emphasis has been placed on student connectedness to the school and the development of positive relationships between students and staff as it is believed this is fundamental to students achieving their full potential academically, socially and emotionally.

The school is pro-active in promoting its values of Learn, Trust, Respect and a Sense of Humour and this strategy is fundamental in promoting a healthy, supportive and secure environment for all students.
To achieve this the school will
- value and respect the individuality of each student and their learning styles.
- design and implement innovative and relevant learning experiences that will promote deep-seated learning.
- structure student learning groups that address academic and social learning.
- promote a sense of community and inclusion of cultural diversity.

3. Prevention Programs

Attendance:

All students in the State of Victoria are required under legislation to attend school on a daily basis (There are provisions for exemptions to this requirement).

Cranbourne West Primary School has a comprehensive and staged process for monitoring student attendances and addressing absenteeism.

- Attendance roles are marked twice a day (9.15am, 2.20pm).
- Parent explanation is required to explain reason for absence.
- Follow-up contact with the parent if there is an unexplained absence.
- Ongoing absenteeism referred to school’s Student Welfare Coordinator.
- Parents of students with three consecutive unexplained absences contacted first by phone. If unsuccessful then by written correspondence requesting that they contact the school.
- Parents of children with ten absences and thereafter multiples of five absences, contacted via written correspondence outlining the educational implications of absenteeism and the legal requirements associated with school attendance. Parents are provided with the opportunity to discuss any issues and how the school can support them with this problem.
- Continued non-compliance with requirements will result in notification to the Department of Education Regional Office.

The school has a range of strategies that can be implemented to address this issue and include:
- Initiate ongoing counseling session for both parent and/or student.
- Home visits
- Formation of support groups
- Individual attendance contracts

The Southern Metropolitan Region processes in relation to the DEECD Student Engagement Policy Guidelines will also be used in conjunction with the school’s policy including the use of staged response checklists and student attendance exemption guidelines.


Restorative Practices and Student Management

Fundamental to all aspects of the school’s student engagement and management processes is the acknowledgement of the schools four values: Learn, Trust, Respect and a Sense of Humor. The process of Restorative Practices supports these values and the implementation of this process when addressing student behaviour focuses on maintaining or repairing relationships between all parties.
All staff has received professional development in the processes associated with the restorative approach.

To address daily school-ground issues between students:
- Classroom teachers will implement formal circle time where each student has the opportunity to reflect and comment on their experience on the school-grounds during the recess and lunch breaks.
- Classroom teachers will address any issues and those incidents that need further investigation will be referred to the Student Welfare Officer or Assistant Principal.
- Where there are incidents of ongoing harassment/bullying a community conference involving members of each child’s family may be conducted.
- Continued harassment/ bullying will result in referral to Education Department Psychologist and the formation of Support Group with regular meetings.
- Suspension will be used as a last resort to protect the safety and or wellbeing of a student.

**Student Management – (Staged Response)**

Daily student behavioral issues will be the responsibility of the classroom teacher. This will be managed initially in an informal manner and be embedded in the general operation of the classroom. If behaviors are becoming more persistent or serious then the class teacher will introduce a more formalised process.

Behaviours of a more serious nature will be referred to the school’s Student Welfare Coordinator and Principal Class Personnel. Formal notification and documentation would be recorded and sent to the student’s parent.

In some circumstances, if agreed to by the child’s parents, outside service providers would be enlisted to provide student and/or family support.

The school will also make provision within the student management process, in partnership with the student’s parent, to cater for those children with specific welfare issues by creating support groups and procedures that are additional to the outlined student management processes of the school.

**Classroom Procedures**

The classroom student management procedures when made into a more formal process will include the ‘STEPS’ process. When a student misbehaves he or she will be informed they are now on:

- **Step/1** – Verbal Warning
- **Step/2** – Informed again. Issued with a warning card.
- **Step/3** - (Formal written notification to parent)
  - Student removed to another classroom for the balance of the session. During this period the student is required to reflect on his or her behaviour then speak with their teacher before returning to work in the classroom.
- **Step/4** – Removal from the Classroom for balance of day (Formal Notification)
  - In incidents where other children are at risk of injury or the behaviour presents continued disruption to the classroom, the parent will be contacted and discussion held as to whether the student is to be sent home.
School Grounds Procedures
Yard Duty staff are the initial contact point for students experiencing difficulties on the school grounds. Students are also expected to inform their Grade teacher of any difficulties experienced on the yard on returning to the classroom. This process is regularly promoted in the classroom as the course of action to take. Further follow up to ensure this is happening occurs when the class teacher conducts ‘Circle-Time’.

The Quiet Room is an area set aside within the main school building that is monitored by a staff member and available for any students who are experiencing difficulty on the school grounds. The Quiet Room will also be used as a withdrawal area for students who are identified as a safety risk to other students or themselves.

Yard Duty teachers are encouraged to use ‘common sense’ when addressing complaints from students. In those incidents that are of a more serious nature, the Yard Duty teacher will issue the offending student with a Time-Out Notice. On receiving such a notice the student will be required to attend a designated area for a period of time either on the school grounds or in a designated area inside the school building. At all times staff are expected to demonstrate sensitivity, good judgment and an objective manner.
Notification of this action is sent to the parent.

The Southern Metropolitan Region processes in relation to the DEECD Student Engagement Policy Guidelines will also be used in conjunction with the school’s policy including the use of staged response checklists and student suspension, expulsion and appeal process guidelines.

Summary of Prevention Programs and Processes

<table>
<thead>
<tr>
<th>Student Attendance</th>
<th>Absenteeism brochures, Staged response – Proforma Letters.</th>
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</thead>
<tbody>
<tr>
<td>Restorative Practices</td>
<td>Cooperative approach to resolve incidents via a staged response.</td>
</tr>
<tr>
<td>Student Management Initiatives</td>
<td>Staff professional development in Restorative Processes.</td>
</tr>
<tr>
<td></td>
<td>Database of student behaviors.</td>
</tr>
<tr>
<td>Friendly Families and Schools Program</td>
<td>Whole school classroom based social skills and community involvement program.</td>
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<tr>
<td>Lunchtime Clubs Program</td>
<td>Alternative activities program run at lunchtimes for students who want time out of school grounds.</td>
</tr>
<tr>
<td>Breakfast Club/Brunch Club</td>
<td>Provides the opportunity for students to have a breakfast at school.</td>
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<tr>
<td></td>
<td>Caters to students who do not have a lunch at school.</td>
</tr>
<tr>
<td>Gardening Program</td>
<td>Designated area of senior school prepared and managed by senior students.</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Human Powered Vehicle Program</td>
<td>Students participate in the construction and preparation of a HPV. Students become involved in a formal fitness training program. Students participate in a three day HPV event at Maryborough.</td>
</tr>
<tr>
<td>Multi-age Camping Program</td>
<td>Multi-age camps are run through the year at various locations.</td>
</tr>
<tr>
<td>Social Competency Program</td>
<td>Timetabled specialist activity involving children in challenging social oriented activities and games.</td>
</tr>
<tr>
<td>External Counseling Service Provider</td>
<td>School has enlisted the services of external company to provide individual counseling to referred students and families.</td>
</tr>
<tr>
<td>Community Organisations</td>
<td>Several organisations are present in the school several times a week. They provide specialised social skills activities and advisory services to the broader school community.</td>
</tr>
<tr>
<td>Instrumental Music and Performing Arts Program.</td>
<td>Provides the students with the opportunity to explore their creative side and build self-esteem. Provides students with experiences for the development of further areas of interest. Provides students with the opportunity to explore their dramatic creative personality in a secure and supportive environment.</td>
</tr>
<tr>
<td>School Concert. Choir</td>
<td>Provides students with experiences for the development of further areas of interest. Provides students with the opportunity to explore their dramatic creative personality in a secure and supportive environment.</td>
</tr>
<tr>
<td>Active After School Activities Program</td>
<td>A selection of supervised activities are provided for students to participate in. These activities vary each term and provide students with the opportunity to experience new activities and to refine their skills in a cooperative and secure setting.</td>
</tr>
</tbody>
</table>

4. Rights and Responsibilities
At Cranbourne West Primary School we believe that all people have the right to expect to be treated in a fair and unbiased way irrespective of their ethnicity, gender, religious beliefs, appearance, disability, sexuality, social or economic status. We further believe that consideration of religious and culturally sensitive issues are intrinsic to the rights and subsequent treatment of the individual.
At Cranbourne West Primary School we believe that we have a responsibility to provide teaching and learning environments that are free from discrimination in all forms. The curriculum will be free of discriminatory content while analysing and exploring the effects of discrimination with the view of assisting students to develop attitudes and skills that discourage and challenge discriminatory practices.
The school supports the rights of students with a disability attending a mainstream government school and will provide support and reasonable adjustments to accommodate those students as outlined in the document; Disability Standards for Education (2005).
The school’s beliefs are encapsulated in the The Charter of Human Rights and Responsibilities Act (2006). This document demands equality for all while also emphasising the value of difference and diversity. The Charter requires public authorities including government schools and their employees to act compatibly toward this document and to consider it when making decisions and delivering services.

Harassment (Bullying/Cyber-Bullying)

At Cranbourne West Primary school we acknowledge and are proactive in supporting the rights of the individual. We believe in promoting the value of personal respect to all students and the wider school community. As educators, we have a responsibility to provide a learning environment that is free from harassment and bullying, and that encourages students, staff and parents to develop attitudes and skills that discourage, challenge and report any form of harassment.

The school is proactive in addressing this issue by including in the curriculum specific programs that target the areas of harassment (bullying and cyber-bullying).

The concept of individual rights also implies individual responsibilities. At Cranbourne West Primary School we actively promote within the students, staff and broader community the expectation that these rights and responsibilities will be acknowledged, supported and an expectation of the school.

In support of this view the school has developed specific policies:

- Student Code of Conduct Policy
- Parent Code of Conduct Policy
- Anti bullying and Harassment Policy
- Sexual Harassment Policy
- Anti-Discrimination Policy
- Program for Students with Disabilities Policy
- Communication Protocol Policy

Summary of Rights:

<table>
<thead>
<tr>
<th>Students Rights</th>
<th>Staff Rights</th>
<th>Parents Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A safe and secure learning environment. Participate in the process of formulating classroom protocols. Have access to a challenging, relevant and achievable curriculum. Experience a curriculum in which they are able to achieve success and which accommodates their individual needs and treats them with respect and fairness.</td>
<td>Be treated in a respectful and considerate manner by the school community. A working environment that is orderly and free from unnecessary distractions, threatening and intimidating behavior.</td>
<td>An expectation that they will be treated in a respectful and courteous manner by all members of the school community. To be actively involved in the educational processes involving their child. To expect that their child is receiving a relevant and challenging education in a safe and happy environment.</td>
</tr>
</tbody>
</table>
Summary of Responsibilities:

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Staff Responsibilities</th>
<th>Parent Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present at school each day being prepared to participate in the learning process.</td>
<td>Actively participate in the planning, preparation and implementation of the curriculum.</td>
<td>To actively support the school’s policies and programs.</td>
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<tr>
<td>Respect the rights of others.</td>
<td>Value the role and opinions of all individuals.</td>
<td>Communicate with the school in an appropriate manner and according to policy procedures.</td>
</tr>
<tr>
<td>Behave in accordance with the school rules and values.</td>
<td>Work toward developing a holistic understanding of a students learning processes.</td>
<td>Promote and practice respectful behavior with all members of the school community.</td>
</tr>
<tr>
<td>Present students with challenging and relevant learning experiences that cater for individual learning styles.</td>
<td>Establish clear expectations for student behavior.</td>
<td>Ensure their child attends school regularly.</td>
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<td></td>
<td>Act at all times in a professional and ethical manner.</td>
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<td></td>
<td>Foster a supportive and tolerant environment that encourages individual differences and strengths.</td>
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<td></td>
<td>Be committed to supporting and implementing the schools educational philosophy, values, and management processes and methods.</td>
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<td></td>
<td>Maintain relevance in educational practices and philosophies by attending ongoing professional development.</td>
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5. Shared Expectations

Cranbourne West Primary School supports the belief that the school has a responsibility to provide an educational environment in which all students are cared for, valued and feel they can engage with the learning process and experience success.

To support this view the school has developed a set of values that when implemented will create an “environment where everyone is encouraged to strive for excellence in an atmosphere of confidence and enjoyment”. These values are supported by our school rules which are:

1. Be Courteous in your Response at all Times.
2. Show Respect for all People and Property.
3. Behave in a manner that does not hurt other people.

The school has developed a ‘Values Booklet’ that clearly outlines what these values are and the manner in which they can be implemented. These values and expectations were developed with the assistance of the parent community over a period of four years.
The values are:

Learning:
We believe that learning is growth through the acquisition of knowledge, skills and experiences.

As Students:
This is demonstrated when students are prepared to accept challenges, be independent learners, supportive of others, motivated and cooperative.

As Staff:
Plan and operate effectively in a whole school team, respect diversity of ideas and understand and model the school Vision, Mission, and Values Policies.
Operate as self-managing professionals and participate positively in the School’s Performance and Development processes.

As a School Community:
Celebrate student efforts and success and regularly participate in school activities and events.
Regularly attend parent-teacher interviews and support school procedures and policies.
Take an active interest in their child’s education and be aware of current issues, programs and activities associated with the school.

Trust:
When there is confidence in the school's ability to provide a rich and safe learning environment.

As Students:
This is demonstrated when a student can approach any member of staff with an issue and feel confident they will be listened to and treated seriously, fairly and in a sensitive manner, and that their issue will be treated with importance and appropriate measures and processes implemented.

As Staff:
This is demonstrated when the staff are supported by the leadership team, feel they are valued and are able to contribute to decision making processes. When the workplace is viewed as a ‘family friendly’, safe and harassment free environment.
When staff are confident in the school’s processes to maintain confidentiality and to treat them as a respected professional.

As a School Community:
Are able to communicate with staff about issues of concern and feel confident that constructive processes will be implemented in a sensitive and appropriate manner.
That they will be treated in a courteous and respectful manner and be kept informed of any information concerning their child.
That matters of a personal nature will be respected and remain confidential.

Respect:
The school believes in valuing people's worth and qualities and treating everybody in the school community in a polite and friendly manner.

As Students:
This is demonstrated when we speak to others in a respectful and positive manner.
Care for our own, the school’s and other people’s property.
Listen to and consider what others have to say and respond in a positive manner.
Understand the role of the teacher and cooperate with the teacher in the learning process.

As Staff:
When we value each other as professionals, and react positively and appropriately to individual needs and situations.
When we treat all students, parents and colleagues fairly, equitably and as individuals and are committed to assisting the individual to arrive at a positive outcome.
**As a School Community:**
When we acknowledge and support decisions and policies made by the school.
Communicate with the school through the appropriate and established channels.
Avoid confrontation and involvement in disputes with other children and their parents.
Listen to teachers, children and other parents without prejudice and acknowledge that resolution is achieved by a fair and transparent process.

**Sense of Humour:**
The school believes in the appreciation of life and the ability to see a sense of fun in most situations.

**As Students:**
This is seen when we are able to laugh with each other, not at each other.
Understand that something is only fun if all parties involved believe it is so.
Can maintain a positive attitude when presented with adversity.

**As Staff:**
When we are able to defuse potentially difficult situations through the use of humour.
When we present with a positive and supportive attitude.
When we engender a sense of fun in daily activities.

**As a School Community:**
When we are able to laugh with our children but not at the expense of others.
When we engender a sense of fun in our children about school and the learning process.

**Support Staff**
Cranbourne West Primary School is fortunate to have a number of specialist staff that are responsible for organizing and coordinating additional assistance to students and parents.
These support staff are:
- Student Welfare Officer
- Student Services Personnel (Psychologist, Speech Pathologist, Social Worker)
- External Service provider (Counseling)
- Community and Parent Liaison Officer

Appointments with these people can be organized through the school’s front office.

**Summary of Shared Expectations:**

<table>
<thead>
<tr>
<th>Staff are expected to:</th>
<th>Students are expected to:</th>
<th>Parents/Carer: Are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Attendance Rolls twice a day 9.15am and 2.30pm.</td>
<td>Attend school punctually each day.</td>
<td>Ensure all enrolment details are correct and kept current.</td>
</tr>
<tr>
<td>Monitor and notify Welfare Coordinator of excessive absence. (three or more days without notification)</td>
<td>Provide a written note if they are absent explaining the absence that is written by the parent or carer on returning to school.</td>
<td>Ensure their children attend school regularly.</td>
</tr>
<tr>
<td>Promote regular attendance via Classroom incentives.</td>
<td>Actively participate in all areas of the curriculum.</td>
<td>Provide notification to the school of their child’s absence.</td>
</tr>
<tr>
<td>Commitment to implementing the school’s educational philosophy and procedures.</td>
<td>Adhere to school and classroom rules and consequences</td>
<td>Take an active part in supporting their child in the educational process by</td>
</tr>
<tr>
<td>Staying up to date with current professional thinking in education and pedagogical practices.</td>
<td>Behave in a manner that does not interfere with the learning, wellbeing or safety of another person. Respect the property of the school and other students.</td>
<td>- Building a positive relationship with the school and the child’s teacher.</td>
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<tr>
<td></td>
<td></td>
<td>- Attending parent-teacher meetings and student activities.</td>
</tr>
</tbody>
</table>
Ensuring that the classroom and learning environment is positive, safe, caring and relevant and encourages children to explore and take risks in their learning.

Provide activities for individual learning styles that are challenging and creative

Establish clear expectations and build on the experiences of the individual.

Follow and support the student wellbeing and welfare protocols and procedures.

Monitor and refer any student considered to be at risk to the Student Welfare Coordinator and/or Integration Coordinator

Plan and implement social skills anti-bullying activities using stipulated programs.

Support the School’s Social Competency Program by implementing additional classroom focused activities.

| Behave in a manner that is acceptable by social standards in relation to treatment of other students, staff-members and parents. |
| Exercise self-discipline and adhere to school stated consequences and procedures. |
| Accept responsibility for their own actions. |
| Be aware of the school’s Student Code of Conduct and the Harassment and Bullying (Cyber-Bullying) Policy. |

- Responding to school correspondence and communications,
- Support classroom and homework requirements.

Support the school in its efforts to provide a safe and secure learning environment.

Support the staff in the implementation of the school’s student wellbeing policies and associated procedures.

### 6. School Actions and Consequences

Cranbourne West Primary School has developed a Student Code Of Conduct with the aim to provide students, staff and the school community with a secure and orderly environment. The code of conduct aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It will promote high standards of behavior based on cooperation, respect, self-discipline and responsibility for one’s behavior.

The code of conduct provides the school with systematic strategies for addressing student misbehavior (Bullying, Cyber-bullying). It provides a process of logical, relevant and consistent consequences that are applied across the whole school.

The code of conduct processes and consequences when applied are cogniscent of the need to foster positive relationships and retain the dignity of the student.

When a student behaves inappropriately a staged response is implemented. The process used would depend on whether the incident occurred on the schoolyard or in the classroom. If the incident occurred on the school grounds then the duty staff member would speak with the student and investigate the detail to determine what had occurred. Depending on the severity of the incident the investigating teacher has the option to impose a number of sanctions. These consequences follow a staged response and will be determined by the type of
incident and the attitude and response of the offending student, while taking into account the damage or harm that may have occurred. In some instances the consequence may also involve limited access to the school grounds for a period of time.

Classroom misbehavior is also managed with a staged response process. This process starts with informal correction of the student’s behavior by the teacher, if there is continued misbehavior then a progressively more formalised process is implemented. This procedure is known at the school as the ‘Steps Process’.

Parents of students who repeatedly offend at a Step/4 and Extended Time-Out level will be requested to meet with the Student Welfare Coordinator to formulate a Student Support Group. This SSG group may also include the services of Student Services personnel (Psychologist, etc).

The Suspension and Expulsion process will only be considered in the case of extremely serious and or continual misconduct that specifically interferes with the safety or wellbeing of other students and or staff. It is implemented when there are incidents that continually interfere with the rights and/or safety of other students or continually place the good order of the school and its programs at risk.

### Summary of Student Management Processes

<table>
<thead>
<tr>
<th>Classroom (Steps Process)</th>
<th>School Grounds (Time-Out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Warnings – (discretion of teacher)</td>
<td>‘Walk with me’ Requirement: Minor incidents on school grounds.</td>
</tr>
<tr>
<td>Step 1 – verbal warning given to student</td>
<td>Time-Out: Student required to attend a designated area either on the school grounds or inside the school buildings. (duty teacher’s discretion).</td>
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<tr>
<td>Step 2 – second warning (same Student)</td>
<td>This will generally be for the balance of the recess and/or lunchtime session.</td>
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<tr>
<td>Step 3 – third warning (Notification sent to parent)</td>
<td>Extended Time-Out: (2-5 Days) Reserved for more serious offences where physical harm has occurred and or there is a concern of ongoing safety or harm to other children occurring.</td>
</tr>
<tr>
<td>Removed to an alternate class for balance of session. Discussion with class teacher to negotiate return to class.</td>
<td>For students who are continually hurting other students.</td>
</tr>
<tr>
<td>Step 4 – Removed from class for balance of day. Parent notified – discussion as to possibility of being sent home.</td>
<td>Parents of students who find themselves repeatedly in Time-Out will be requested to meet with school to formulate a Support Group for the student.</td>
</tr>
</tbody>
</table>

Parents of students who repeatedly reach Step 3 will be requested to meet with the Student Welfare Coordinator and Class teacher to discuss future action. Parents of students who are reaching Step 4 will be requested to participate in the development of a support group (SSG).

Referral may be made to Student Services (Psychologist etc).

Note: If there has been an act of significant violence toward another child then the parent may be requested to come to the school and remove their child for the balance of the day.