Cairnlea Park Primary School

602 – Student Engagement Policy

Student Engagement Policy

This policy should be read with reference to applicable Department of Education and Training (DET) guidelines, in particular:

> Student Engagement and Inclusion Guidance 2015
> http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

- The Student Engagement Policy (2018) at
  https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx#link93
- School Attendance Guidelines at
  https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Pages/default.aspx
- 'The Victorian Teaching Profession Code of Conduct' at
  http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf
- 'The Disability Standards for Education, 2005' at
  http://www.education.vic.gov.au/Documents/school/principals/health/disabilitystds2005.docx
- Students with Disabilities Handbook and Guidelines at
- https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx
- Child Safe Standards
  https://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx

> The following legislation is also relevant: the *Equal Opportunity Act 2010* (Vic); the *Charter of Human Rights and Responsibilities Act 2006* (Vic); the *Disability Discrimination Act 1992* (Comm) and the *Education and Training Reform Act 2006* (Vic).

Section 1: Rationale, Purpose and Definitions

Section 1.1: Rationale

Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this.

A high quality Student Engagement Policy that reflects our school community's aspirations and the unique local context of our school is critical to developing a positive school culture and supporting our school council's strategic aims. Furthermore, developing a Student Engagement policy can support our school to address our legal obligations under relevant legislation.

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only flourish when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning. All children who come to Cairnlea Park Primary school have a right to feel and be safe. The welfare of the children in our care will always be our first priority and we have a zero tolerance to child abuse.

Any situation where a member of the school community feels unsafe at school due to bullying or any form of unacceptable behaviour such as harassment, discrimination or a threat or act of violence is not tolerated in Victorian government schools or at Cairnlea Park Primary School.

Section 1.2: Purpose

This policy aims to:
- promote and encourage educational achievement and excellence through prevention of absences and reinforcement of positive behaviour
- foster a healthy school culture in which high levels of effort and achievement take place within a positive social environment through engagement
- provide students with a safe learning environment where the risk of harm to self and others is minimised and students feel physically and emotionally secure
- provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- provide genuine opportunities for student and parent(s)/carer(s) to be heard.

Section 1.2: Definitions

Student engagement is challenging to define as it is a complex construct influenced by multiple factors. Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:

- **behavioural engagement:** students' participation in education, including the academic, social and extracurricular activities of the school

- **emotional engagement:** students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)

- **cognitive engagement:** students' investment in their learning (motivation and self-regulation).

Factors that influence engagement

Some of the factors that influence student engagement at school are:
- **Teacher factors:** teacher interaction style (enjoyment and shared focus, support, responsiveness, directiveness, verbal praise), behavioural and academic expectations held

- **School factors:** includes physical setting factors (physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc), and consistent and structured approaches to the provision of student support and disciplinary measures
- **Student factors:** a student's physical, emotional, cognitive and behavioural state, including health issues and disability, peer relationships
- **Family and community factors:** a student's residential circumstances, family support for/involvement in education, and relationships with their family
- **Curriculum and resources factors:** availability and type of learning resources including technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

Section 2: School Profile

Cairnlea Park Primary School is located on the corner of Carmody Drive and Furlong Road, Cairnlea.

Established in 1874, the school has served the local community for many generations, firstly as Deer Park Primary School, and since 2009 as Cairnlea Park.

Our school places great importance on the development of every child's skills and abilities whilst fostering a feeling of community across the school.

Our highly trained and skilled teachers ensure every student receives a quality education that caters for their individual needs.

We support students with programs including EAL (English as an Additional Language) and small intervention groups across the school. Lunchtime programs also operate at different times throughout the year.

Our facilities include a fully equipped computer laboratory, modern computer facilities in every classroom, gymnasium, Art room, Library and modern spacious classrooms that support modern and flexible learning strategies. We also conduct a camping program for Year 4 and Year 6 students.

We are a SunSmart school reinforcing in all students the need to protect their skin from the dangers of the sun's rays.

Our school also uses the State Government's It's Not OK to be Away attendance strategy whilst incorporating our own attendance strategies and recognition. Our school has an Out of School Hours Care program, providing both Before and After School Care.

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Cairnlea Park Primary School
'Our Best Always

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Section 3: School Vision, Philosophy and Values

Section 3.1: School Vision

Cairnlea Park Primary School aims to develop enthusiastic and lifelong learners, striving to reach their full potential in an atmosphere of cooperation and respect. Programs that enhance learning, personal growth and well-being for all students will be utilised to achieve this goal.

Section 3.2: School Philosophy

At Cairnlea Park Primary School, we believe every member of the school community has a right to participate in an educational environment that is safe, supportive and inclusive.

The Charter of Human Rights and Responsibilities Act 1995 (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.

At Cairnlea Park Primary School we believe a safe, supportive and inclusive school environment is essential for providing quality learning opportunities for all students. All members of the school community have a right to be treated with respect and enjoy an environment free from bullying including cyber bullying, harassment, violence, discrimination or intimidation.

Everyone at CPPS has rights.
Rights are things which we are entitled to expect.
At Cairnlea Park PS everyone has the right to:

- Feel and be safe
- Be respected
- Be treated with kindness and fairness
- Learn without interruption

Everyone at CPPS has responsibilities.
Responsibilities are things we need to do for ourselves and others.
At Cairnlea Park PS everyone has the responsibility to:

- Accept the school values
- Treat others with kindness and fairness
- Set a good example
- Work to the best of our ability

Section 3.3: School Values

The values, which form the basis of our actions and interactions are:

- **Be Kind**
- **Be Safe**
- **Be Responsible**
- **Be Your Best**
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Behaviours that reflect our understanding of the values are documented in the B4UAct Matrix.

Section 4: Principles of Health and Wellbeing

The Principles for Health and Wellbeing are intended to promote, nurture and support the health and wellbeing of Victorian children and young people. They provide a reminder of good practice when working with the students at Cairnlea Park Primary School.

Principle 1 – Maximise access and inclusion
Cairnlea Park Primary School aims to provide a high quality education and support for all students, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged within our school community.

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 for our school community.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, which is 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 at our school work collaboratively, using multidisciplinary approaches and focusing on the range of goals, aspirations and needs of the children, young people and families in our school community.

Principle 5 – Person-centred and family sensitive practice
The staff at Cairnlea Park Primary School aim to see our students and school community members in the context of their families and environment, and seek to support and empower them 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, our school, the wider 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. Staff at our school strive to achieve this when working with our students and the school community.

Principle 8 – Commitment to excellence
The staff at our school have high expectations for those we work with, and we continually assess our own work practices to find opportunities for improvement. We are committed to providing the best possible education for the students in our care.

Section 5: Engagement Strategies

Section 5.1: Whole School Engagement Strategies

At Cairnlea Park Primary School our goal is to continually improve as a learning community, through the implementation of prevention strategies, positive behaviour support and engagement strategies that enable improved student learning outcomes.

Opportunities that contribute to the school and effectively engage students in their learning include:
- pro-social behaviours which are promoted through programs such as: Buddies program and a range of social skills programs.
- Implementation of whole school Values Education Program, based on the school matrix resilience building, assertiveness training, and the School Wide Positive Behaviour System (SWPBS) and the Attitudes to School Survey data
- student leadership programs such as Junior School Council, Sustainability Leader and House Captains, as well as other roles of responsibility for students to influence change within the school community
- proactively engaging parent(s)/carer(s) to be involved in the school's programs such as classroom helpers, parents and friends meeting
- intervening early to identify and respond to student needs for social, emotional and behavioural support
- students being engaged and feeling connected to the school community
- recognising and responding to the diverse needs of our students through the PSD Support program
- developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda
- attending professional learning to ensure strategies and approaches are adopted and implemented
- Implementation of the school wide attendance and awareness program, as well as publicising the Department's "Every Day Counts" policy and associated documentation

https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Pages/default.aspx
https://www.education.vic.gov.au/parents/going-to-school/Pages/attendance-missing-school.aspx

- Implementation of procedures to contact parents of students who are regularly late or absent through by the Student Engagement Coordinator, in line with our Attendance Policy
- Provide lunch time clubs each term, enabling students to participate in a range of supervised tasks. The activities rotate and vary in choice to accommodate for the vast interests of students.

5.1.2 Behaviour Management

At Cairnlea Park Primary school we encourage all students to adopt positive behaviour management consistent with the development of self-discipline and self-esteem. We encourage an atmosphere where kindness, safety and respect are valued through a whole school approach to behaviour management as documented in the B4UAct Matrix.

	As a CPPS Student	As a Class Member	As a Community Member	As a Digital Technology User
Be Kind	✓ I am friendly ✓ I use good manners ✓ I care for others ✓ I accept and value differences	✓ I share class equipment ✓ I use an 'inside' voice ✓ I am helpful	✓ I have a positive attitude ✓ I offer support to others	✓ I communicate politely to others while online ✓ I look after others' wellbeing by reporting inappropriate comments and/or images
Be Safe	✓ I am considerate of others ✓ I play games fairly ✓ I line up at class correctly ✓ I am Sunsmart	✓ I move carefully around the room ✓ I keep my hands and feet to myself ✓ I take care of class equipment	✓ I walk my bike or scooter through the school yard ✓ I wear a helmet when riding to and from school ✓ I use the school crossings correctly	✓ I respect privacy ✓ I do not share personal information ✓ I maintain appropriate behaviour
Be Responsible	✓ I wear the school uniform correctly ✓ I am punctual ✓ I practise good hygiene ✓ I am honest ✓ I take responsibility for my actions	✓ I stop and listen to announcements ✓ I label my belongings ✓ I work cooperatively ✓ I am organised	✓ I represent my school proudly ✓ I help keep the school environment clean ✓ I speak up if I see bullying	✓ I use digital technologies to enhance my learning ✓ During school times my use of ICT is directly related to classroom learning
Be Your Best	✓ I am kind, safe and responsible ✓ I try my best always ✓ I am proud of my achievements	✓ I encourage others ✓ I show good sportsmanship ✓ I realise my actions have consequences	✓ I am proud of my school ✓ I am a role model ✓ I am a problem solver	✓ I use ICT according to the Student Agreement Contract

4.1.3 Bullying and Peer Relationship Issues

4.1.3.1 Bullying and Harassment
Cairnlea Park Primary School is committed to providing a safe and respectful environment

and culture which enables positive relationships to be formed amongst all community members and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. Bullying and harassment in any of its forms will not be tolerated.

5.1.3.2 National Safe Schools Framework Guiding Principles
The National Safe Schools Framework (http://www.safeschoolshub.edu.au/safe-schools-toolkit/overview) outlines a set of guiding principles for safe and supportive school communities, to help promote student wellbeing, develop respectful relationships and create schools secure from harassment, aggression, violence and bullying. These guiding principles represent fundamental beliefs about safe, supportive and respectful school communities, a prerequisite for effective learning in all school settings.

The guiding principles are that Australian schools:
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

Students will also participate in learning activities throughout the year, focussed on minimising bullying, such as the National Day of Action Against Bullying and Violence.

5.1.4 Health Promotion

The school actively promotes mental, physical and emotional health and wellbeing through the following programs:

- "Responsible Pet Ownership" session
- "First Aid in Schools" program
- "Life Education" Drugs program
- "Family Life" Sexual education program
- Interschool Sports for senior students
- Athletics and cross country
- Active After School Sports Program
- Cairnlea Park PS Well-Being Week
- SERVES and Foundation Value Program

Section 5.2: Targeted Engagement Strategies

Some cohorts of students may demonstrate particular needs, or be more vulnerable to disengagement during their school life. This includes, but is not limited to students with disabilities and additional needs, Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds (particularly including new arrivals to Australia), students from a background of family trauma and violence, students with mental health issues, gender and sexually diverse students, students in out-of-home care and students who are homeless.

At Cairnlea Park Primary School, we implement educational support programs to meet the needs of the identified "at risk" cohorts in our school; primarily these are students from a non-English speaking background, many of whom are recent arrivals to Australia, and students with disabilities and additional learning needs. Other students with particular needs, for example due to their home circumstances or mental health issues, are supported on an individual basis.

5.2.1 Students with disabilities and additional needs

At Cairnlea Park Primary School, we work as a team with specialist support staff and families to identify a student's learning needs, provide tailored support and modify the educational program to increase their engagement in learning and maximise their opportunities for success.

The Department provides additional support for students identified under the Program for Students with a Disability in the following categories: Autism Spectrum Disorder, Severe Language Disorder, Intellectual Disability, Severe Behaviour Disorder, Hearing and Vision Impairment, Physical Disability.

Student Support
Strategies we use that promote student improvement for students with disabilities include:
- providing children with a learning environment that best supports their individual learning needs
- supporting children in making the transition from preschool to school, from grade level to grade level and primary to secondary school, for example by arranging additional transition sessions and meeting with kinder staff to discuss the child's needs
- involving children in programming and planning decisions through a Student Support Group
- supporting children to access programs that allow them to pursue achievable pathways
- the provision of a structured in-class and out-of-class support program (including academic, physical and social skill support as needed).

Parent(s)/Carer(s) Support:
We implement strategies including:
- providing parent(s)/carer(s) with the choice of learning environments that best supports their child's needs
- supporting parent(s)/carer(s) in making the transition from preschool to school, from grade level to grade level and from primary to secondary school
- involving parent(s)/carer(s) in programming and planning decisions through regular meetings with their child's support group.

5.2.2 Students from culturally and linguistically diverse backgrounds (particularly including new arrivals to Australia)

More than half the students attending our school speak a language other than English as their main language at home. In addition, we have a number of new arrivals, with limited skills in, or exposure to, oral or written English language enrol at our school each year. Some of these students will require additional support in learning English as a second or additional language.

Student Support
Strategies we use that promote learning improvement for students from culturally and linguistically diverse backgrounds include:
- Enrolment of newly arrived students into 'The New Arrivals Program', at Western English Language Centre which provides intensive EAL instruction to prepare students for participation in mainstream schools. Students normally attend an English-language school or centre for between six to twelve months, depending on their educational background and/or refugee/humanitarian status.
- Participation in regular EAL sessions with an EAL-trained teacher to support the student's language development.
- The development and implementation of Individual Learning Plans for EAL students to support their learning needs.
- Multicultural Aide to assist student learning in the classroom.

Parent Support
Strategies we use with parents that support students from culturally and linguistically diverse backgrounds include:
- Translation of newsletters, letters and other documents for our main community languages
- Translation services on the school website into a multitude of languages

- Provision of interpreters when required for parent meetings (such as student support group meetings) and parent-teacher interviews.
- Providing parents with information about available community support (such as local council facilities and services)

Section 5.3: Individual (Student-specific) Engagement Strategies

At Cairnlea Park Primary School, we strive to create an inclusive, supportive environment in which all our students can grow, learn and flourish. Some students are deemed to be "at risk" and require additional support, tailored to their particular needs, to help them engage with learning, attend school regularly and demonstrate positive behaviour choices.

5.3.1 Student Support Group

At Cairnlea Park Primary School, we believe that it is important that parents/carers are aware of any difficulties experienced by their child at school and are involved in decisions about additional supports that may be made available to students. To assist this, we hold regular Student Support Group meetings for students deemed to be "at risk". These meetings can help us to develop an understanding of the individual student and identify their individual needs and any supports or resources the student requires for improvement. Any student enrolled in our school who is in receipt of Program for Students with Disabilities funding, is in out-of-home care or is of Aboriginal and Torres Strait Islander descent are required by the Department to have a Student Support Group. Other students who are identified as "at risk" but falling outside these categories may, at the school's discretion, have a Student Support Group implemented for them.

Student Support Group meetings should involve:
- the student
- parents, guardians or carers
- school principal (or delegate)
- the student's main classroom teacher
- professionals who have been supporting the student or their family, for example the student welfare coordinator, psychologist, speech therapist, youth worker etc
- a Koorie Engagement Support Officer if the student is Aboriginal or Torres Strait Islander
- an advocate/support person (if desired by parents, who must not be acting for fee or reward)
- a translator if required.

The Student Support Group aims to:
- develop an understanding of the student
- 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, for example the literacy coach, student welfare coordinator, primary welfare officer, reading recovery teacher and/or school psychologist.
- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the student's progress.

The Student Support Group is responsible for:
- identifying the student's needs
- determining any adjustments to be made to the curriculum
- planning an appropriate educational program

- developing an Individual Education Plan
- discussing the plan with teachers and provide support to implement the learning plan
- providing advice to the principal concerning the additional educational needs of the student and the types of resources required to meet these needs
- reviewing and evaluating the student's program once per term, and at other times if requested by any member of the group.

5.3.2 Individual Learning Plans and Learning Support Plans

Individual Learning Plans (ILPs) and Learning Support Plans (LSPs) are written as a key strategy to develop and monitor an appropriate holistic program of assistance and support for students.

At Cairnlea Primary School, ILPs and LSPs are written for all students who are on the Program For Students with Disabilities, as well as any other students identified as "at risk", including (but not limited to) students who are 12 months or more above or below expected learning standards. In addition, the Department requires us develop an ILP's or LSPs for each Aboriginal and Torres Strait Islander student enrolled in the school, in a partnership between teachers, student, parent or caregiver and the Koorie Engagement Support Officer. The Out-of-home-care Partnering Agreement also commits to an Educational Needs Assessment and ILP's or LSPs for all students in out-of-home care.

ILPs and LSPs are developed to include actions such as:
- determining agreed expectations
- establishing personal contact
- increasing supervision of the student
- providing personal support and counselling for the student
- referring the student to support agencies
- making return-to-school arrangements and offering support for students who have been suspended.

ILPs and LSPs are written using an agreed school proforma and outline:
- The agreed goals for the student
- The entry skills demonstrated by the student, related to that goal
- The strategies that will be employed to improve the student's learning to achieve the goal
- Evidence to demonstrate the actual performance achieved by the student towards each learning goal
- A rating of his/her achievement
- An overall assessment of the student's progress for the term/semester.

5.3.3 Behaviour Support Plans

A Behaviour Support Plan (BSP) is a school-based document designed to assist individual students within our school who have experienced harm, are at risk of harm, or have caused harm to others. This may include students who have been diagnosed with severe behaviour disorders, students who have bullied others, students who have been bullied, students who require additional assistance because they display difficult, challenging or disruptive behaviours, as well as students who can benefit from additional wellbeing and classroom support.

The school will follow the guidelines as outlined by the Department when writing a Behaviour Support Plan for a student and be written in collaboration between allied health, well-being staff and teachers.

5.3.4 Attendance Improvement Plan and Student Absence Learning Plan

An Attendance Improvement Plan can be introduced as an intervention strategy to assist in the re-engagement of students with attendance issues.

A Student Absence Learning Plan should be developed when a student is absent from school for a period of time, for example because of an approved family holiday. Teachers should develop the plan using the agreed proforma, and provide suitable activities for the student to complete whilst away. For extended absence, a student may require a Return to School Plan to be developed and implemented. This should be discussed with the Student Engagement Coordinator. Further information can be found at
https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Pages/default.aspx

5.3.5 Student Support Services (DET)

Student Support Services (SSS) Officers assist students in our school who are facing a range of barriers to their learning by developing and implementing a range of strategies and by providing specialised support at individual, group, school and network levels. Student Support Services professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers may assist our students at various times. The Student Welfare Coordinator is responsible for coordinating these support services for students in our school.

5.3.6. Student Online Cases System (SOCS)
The school uses the Student Online Case System (SOCS) manage data for all SSS cases, assessments and interventions that are implemented to support students. SOCS is an online application that provides:
- a tool for managing individual SSS cases, from request and case preparation to service activity and case closure
- information and data to support networks in developing SSS service priorities, assessing resource needs; monitoring service delivery; and assessing service outcomes.

5.3.5 Student Support Services (Internally Contracted)

Cairnlea Park Primary School independently employs a Psychologist (two days per week), Occupational Therapist (two days per week) and Speech Therapist (five days per week) to assist students in our school who are facing a range of barriers to their learning by developing and implementing a range of strategies and by providing specialised support at individual, group and school level. Student Welfare Coordinator is responsible for coordinating these support services for students in our school.

Section 6: Behavioural Expectations and Responses to Challenging Behaviour

At Cairnlea Park Primary School we believe positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Strategies we implement to promote positive behaviours and prevent incidences of challenging behaviour including:

- defining and teaching explicit school-wide and classroom behavioural expectations, as expressed by our school rules, and promoting positive mental, physical and emotional health and wellbeing
- establishing mechanisms for recognising students contribution to our school community, including "Star of the Week" certificates
- establishing and communicating consistent school-wide and classroom consequences for challenging behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- developing school-wide and classroom processes for ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilising evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

- rewards positive behaviours with a Principal's Award, Principal's Morning Tea and documenting on Compass.

Guidelines for Responding to Student Behaviour

Examples of behaviours in the classroom or in the yard		Examples of consequences and actions	Examples of responding and recording
• Follows school values • Respects others and themselves • Being your best • Follow teacher directions • Work and learn without interrupting others • Play in the correct areas	• Use equipment safely • Helping injured student • Act, play and move safely • Respect school property and that of others • Cooperate with others (take turns and share)	• Acknowledge and praise all positive behaviours • Principals acknowledgment (student sent to office for recognition)	• Green alert on Compass • A student values nomination • SOTW • Monthly morning tea with Principals • Note from the teacher
• Not following instructions • Inappropriate language • Minor disruptive behaviours • Uncooperative behaviours • Late to class after recess and lunch	• Dropping rubbish • Disrespectful manners or attitudes • Unintentional harm to others • Interfering with others games • Playing in unsafe or out of bounds areas	• Verbal warning • Written apology • Time out • Redirected to positive behaviours • Complete work in own time • Restorative questioning	• Verbal warning from teacher who observed behaviour • Reminder of appropriate behaviour delivered in a calm manner, privately not publically • Notify classroom teacher if necessary
• Abusive language • Refusal to complete tasks and/or follow instructions • Incidental damage to school or other property • Regular and serious disruptions to others' learning • Leaving class without permission • Misconduct on the internet	• Ignoring the rights of others • Endangering the safety of others • Intentional physical, verbal or emotional abuse • Regular and serious disruptions to others games and play	• Community service • Walk with teacher outside • Lunchtime detention • Removal of privilege • Sent away from an area for a set period	• Amber alert Compass • Parent notified by teacher if necessary • Student Engagement Coordinators to follow up if necessary
• Continual, repetitive behaviours that are a danger to the wellbeing of staff and students • Commits an act of significant violence or damage to property • Theft	• Serious or dangerous violation of school values • Repeated forms of bullying • Engages in unacceptable discriminatory behaviours towards another person	**Refer incident to StudentEngagement Coordinator/ Principals immediately** • Removal of privilege • Internal/External Suspension	• Red alert Compass by Student Engagement Coordinator • Parent notified and meeting arranged if necessary • Principals notified

*All behaviours both positive and negative should be treated and responded to on an individual basis. These guidelines provide a basis for determining actions and outcomes.

Behavioural expectations and disciplinary procedures for students at our school are clearly outlined in the school's Wellbeing Policy. Cairnlea Park Primary School believes the responsibility for each student's physical, social and emotional needs is a shared responsibility between the school and parents. Students, parents and teachers all have important rights and responsibilities.

The school motto outlines the ethos of our school:

- Our Best Always

We believe our students should:

- learn in a positive and supportive environment
- be valued and treated with respect
- feel safe and secure both inside and outside the classroom
- be able to express their opinions
- treat others' personal property with respect
- contribute to the formulation of classroom and school rules
- have the right to be free from any form of harassment or bullying
- use restorative practices

6.1.1 School Rules

At the start of each year, teachers work with students to develop a shared understanding of the four school rules all students are expected to follow:

- Be Kind
- Be Safe
- Be Responsible
- Be Your Best

The school rules and motto are displayed in the school newsletter, in each classroom and throughout the school. They are regularly referred to so that students, parents and the school community become familiar with them and recognise their importance.

6.1.2 Student Responsibilities

Students are expected to be responsible for their behaviour inside and outside the classroom. Classroom rules are developed with the classroom teacher at the beginning of each year, and are regularly referred to and discussed throughout the year.

Students are supervised by teachers on yard duty and are expected to observe the school rules.

6.1.3 School response

The school will:

- Seek parent/teacher contact if an incident occurs
- Use a consistent, fair approach with all students
- Encourage awareness and understanding of school rules
- Continually evaluate teaching and management strategies
- Provide supervision to ensure the safety and wellbeing of all students.

<u>6.1.4 Positive Behaviour</u>

CPPS has developed a range of positive behaviour interventions in accordance with the School Wide Positive Behaviour System (SWPBS). The school encourages teachers to implement an incentive program to encourage positive behaviour choices. This includes:
- Tick charts and house points
- Yard duty prizes (for example for keeping the yard tidy)
- Principal's awards and Star of the Week awards
- Fortnightly Assemblies (organised and run by the senior students) where students are encouraged to showcase achievements in all areas of the curriculum
- Classroom Positive Rewards/Lucky Dips for children displaying positive behaviours
- Principal's Morning Tea invitation.

<u>6.1.5 Student Leadership</u>

The Junior School Council provides students with a forum to discuss student welfare issues, and to empower children in the school's decision making process. Students from Years three to five are elected by their peers to become members of the Junior School Council. It enables students to develop their leadership and organisational skills and empowers them to take responsibility. The JSC is responsible for the smooth running of fundraisers within the school, organising rosters for assemblies, holding weekly meetings, and reporting back to their peers.

Sustainability Leaders at Cairnlea Park Primary School are respectful of others, responsive and responsible to the organisation and cleanliness of the classroom and yard. They are responsible for sustainable practices across the school including recycling, compost and development and maintenance of the Sensory Garden

Leading the school, grade six students elect a male and female School Captain and Vice-Captain. This role is voted on by grade six students. The election process allows students to prepare and present a speech to their peers prior to the selection.

Section 6.2: Responses to Challenging Behaviour

Disciplinary measures are put in place as part of a staged response to challenging behaviour and are used in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. It is essential that disciplinary measures should retain the dignity of the student and measures that exclude a student from learning should be avoided where possible. By applying fair and consistent discipline policies that are collectively agreed on and consistently enforced, we can increase the likelihood that student connection to school is maintained.

Generally, challenging behaviour can be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.

Examples of challenging behaviour include:
- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination.

These may include:
- *biophysical factors*, such as medical conditions or disabilities
- *psychological factors*, including emotional trauma or lack of social skills
- *behavioural/social factors*, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- *historical community factors*, including for Koorie students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- *cultural factors*, for example Koorie community 'Sorry Business'
- *student group dynamics*, such as bullying and teasing, cliques or student apathy or hostility.
- *environmental factors*, for example the level of classroom noise or classroom seating arrangements
- *classroom organisation issues*, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- *teacher behaviour*, for example boring or disorganised lessons, over-reaction to misbehaviour.

6.2.1 Disciplinary Measures

Sequential in-school disciplinary measures are used to respond to a range of challenging student behaviour. These may be modified to suit particular circumstances as needed. These measures will usually take place on school premises during school hours. Every effort will be made to ensure that all students understand school rules and the code of conduct. Consequences for breaching the Student Code of Conduct will be logically connected to the actions. Parents will be notified by the Student Engagement Coordinator and/or teacher concerned. **Under no circumstances is any form of corporal punishment to be used as a disciplinary measure at Cairnlea Park Primary School**.

The following strategies are logical consequences for students failing to observe school rules:
- Remind student of the rule
- Restorative practice intervention
- Student to give a verbal or written apology, agreed logical consequences undertaken

In the classroom:
- Time out in a nominated area
- Time out in another supervised area
- Withdrawal of privileges eg. Excursion, camps, sport, incursions, etc

In the play ground:
- Withdrawal from peers in a supervised time out area
- Teacher directed playground duty
- Consult class teacher – parent contacted if necessary
- Advise Student Engagement Coordinator- appropriate support program to be arranged

It is recognised that there may be specific occasions when it may be necessary to establish temporary or short-term rules to ensure the safety and uninterrupted education of our students.

If inappropriate behaviour continues and the education or safety of other students is comprised, formal Department of Education and Training Student Discipline Procedures will be implemented.

6.2.1.1 Withdrawal of Privileges
The school may withdraw some student privileges as a consequence of breaching classroom or school behavioural standards. This may include things such as representing the school at inter-school sports, loss of access to digital technology or attendance at a school event.

When withdrawing privileges as a disciplinary measure, the school will ensure that:
- The withdrawal is time-limited
- The reasons for and period of the withdrawal are clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

6.2.1.2 Withdrawal from Class
If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

The school has a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers will be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

6.2.1.3 Detention
Detention may be used as an appropriate response for a wide range of classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess or lunch may be used for this.

6.2.1.4 Exclusion from school
In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Suspension
Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days. Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further at:
https://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx

Expulsion
Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion cannot not be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community.
Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further at:
https://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx

Section 7: Evaluating and Updating the Student Engagement Policy

This Student Engagement Policy should be treated as a living document. Regular monitoring of our school's progress and evaluation of the effectiveness of the engagement strategies we employ will help guide adjustments where needed. This will also help ensure that our Student Engagement Policy reflects emerging issues and takes account of new data about our school's performance. Review of the Student Engagement Policy will be done in conjunction with the school's annual self-evaluation, which is undertaken as part of the school accountability framework.

Section 7: Further information and resources
This policy should be read in conjunction with the following school policies
Bullying Prevention Policy
Inclusion and Diversity Policy
eSmart Policy
Statement of Values and Philosophy

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This policy was last ratified by School Council in _____ 2020	Total no. of pages: 18