

### STUDENT ENGAGEMENT POLICY

At Kingston Heath Primary School we embrace a culture of inclusion and equality by promoting the International Baccalaureate's Primary Year Program Learner Profiles: Inquirers, Open-Minded, Knowledgeable, Caring, Thinkers, Courageous, Communicators, Balanced, Principled and Reflective.

The community knows Kingston Heath Primary to be a school that works very hard to ensure the best possible learning outcomes for all students and that we strive for continual improvement in all facets of the school.

The features of the school that assist students in the pursuit of these learning outcomes are:

- The delivery of a broad curriculum based on AUSVELS and PYP.
- The existence of a safe, supportive and caring environment.
- Open lines of communication throughout the school community.
- Actively engaging parents and giving them the opportunity for parental involvement in every aspect of school life.
- Staff form positive and supportive relationships with students and parents that value family backgrounds.
- Financial management that seeks to provide well-resourced programs.
- A highly skilled and professional staff, committed to improving students' learning and teaching practice.
- The evaluation of the school's programs and practices.

We actively support the DET program 'It's not okay to be away' and implement strategies to improve regular school attendance.

Student voice is encouraged through participation in our Junior School Council and all Year 6's student have a leadership role within the school.

Students are encouraged to participate in a range of school events and we offer a range of specialist programs including Dance, Music, Art, Italian and the Stephanie Alexander Kitchen Garden Program. We also have Elite Dance and Elite Singing groups for interested students.

The staff are actively engaged in improving classroom practice to ensure that our pedagogy and curriculum engages all students and recognises and responds to their diverse learning needs.

We implement Individual Learning Improvement Plans (ILIP's) across the school to cater for individual student needs. ILIP's may be put into place when students need to improve academically, when students need to be extended academically, when there are behavioural concerns, or when students appear disengaged with school. The ILIP's are created by the classroom teacher in consultation with the leadership team and the students' parents.

## RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

<p><b>All Members of the Kingston Heath Primary School community have a right to -</b></p> <ul style="list-style-type: none"> <li>• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation, abuse and exclusion</li> <li>• be treated with respect and dignity</li> <li>• feel valued, safe and supported in an environment that encourages freedom of thought and expression</li> </ul>		
<p><b>All Members of the Kingston Heath Primary School community have a responsibility to -</b></p> <ul style="list-style-type: none"> <li>• acknowledge their obligations under the <i>Equal Opportunity Act 2010, Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Disability Standards for Education 2005</i> and the <i>Education and Training Reform Act 2006</i>.</li> <li>• participate and contribute to a learning environment that supports the learning of self and others</li> <li>• ensure their actions and views do not impact on the health and wellbeing of other members of the KHPS community</li> </ul>		
<p><b>All students have the right to –</b></p> <ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment</li> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program that meets their individual needs</li> </ul>	<p><b>All staff have the right to –</b></p> <ul style="list-style-type: none"> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use discretion in the application of rules and consequences</li> <li>• Receive respect and support from the school community</li> </ul>	<p><b>All parents have the right to –</b></p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.</li> <li>• Expect a positive and supportive approach to their child’s learning</li> <li>• Expect communication and participation in their child’s education and learning</li> </ul>
<p><b>All students have a responsibility to –</b></p> <ul style="list-style-type: none"> <li>• be prepared to learn</li> <li>• explore their full potential</li> <li>• respect the rights of others</li> </ul>	<p><b>All staff have a responsibility to –</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with students as basis for engagement and learning</li> <li>• use and manage the resources of the school to</li> </ul>	<p><b>All parents have a responsibility to –</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with members of the school community</li> <li>• Ensure students attend school and have the</li> </ul>

	<p>create stimulating, safe and meaningful learning</p> <ul style="list-style-type: none"> <li>• Treat all members of the school community with respect, fairness and dignity</li> </ul>	<p>appropriate learning materials</p> <ul style="list-style-type: none"> <li>• Promote respectful relationships</li> </ul>
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## SHARED EXPECTATIONS

### Student Expectations

All students are expected to:

- treat classmates and teachers with respect and dignity
- value school resources
- have high expectations for their individual learning

### **Attendance**

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide a written explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

### **Behaviour**

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others;
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- take responsibility for their behaviour and accept that there are consequences for inappropriate behaviour.

### Staff Expectations

#### **Engagement**

The leadership team will:

- Uphold the right of every child to receive an education
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- develop policies and procedures consistent with its values and the Department's Guidelines.

Teachers will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning

- provide opportunities for student voice in developing a positive school culture in and outside the classroom.

## **Attendance**

In compliance with Departmental procedures staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences.

## **Behaviour**

Kingston Heath Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. At no time will corporal punishment be permitted. All members of the school community are expected to participate in the educational environment with confidence, enthusiasm and mutual respect. Kingston Heath Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers will:

- use the Student Engagement policy as a basis for negotiating a class-based 'Essential Agreement' – a set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary
- recognise and reward appropriate behaviours
- follow outlined procedures for inappropriate behaviours
- keep the leadership team informed about any issues or incidents that occur with students in their class.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must **NOT** be used at the school under any circumstances.

## **Parents/Carers Expectations**

### **Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

- Parents/carers should cooperate with requests from the school concerning the wellbeing of their children.
- Parents/carers are expected to actively participate in supporting their child’s learning by building a positive relationship with Kingston Heath Primary School through attendance at student- parent- teacher meetings, school events, involvement in the classroom or parent group and by responding to communications including the student diary in a timely manner.

**Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

**Behaviour**

Parents/carers should understand Kingston Heath Primary School’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school.

**SCHOOL ACTIONS AND AGREED CONSEQUENCES**

**Appropriate Behaviour**

Kingston Heath Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

**Inappropriate Behaviour**

When students do not meet the shared expectations a consistent approach to consequences is used as outlined below.

<b>Appropriate Behaviour</b>	<b>Inappropriate Behaviour</b>
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Student of the week awards</li> <li>• Reports to parents</li> <li>• Newsletters</li> <li>• Leadership opportunities</li> <li>• Positive feedback</li> <li>• The right to represent the school</li> <li>• Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to student and referring them to the Essential Agreement</li> <li>• Discussing appropriate behaviours</li> <li>• Individual Learning Improvement Plans</li> <li>• Implement restorative practices</li> <li>• Withdraw student temporarily from classroom</li> <li>• Counselling</li> <li>• Appropriate behaviours taught and agreed to.</li> <li>• Give the student a lunchtime detention</li> <li>• Behavioural Management taught and activities completed.</li> </ul>

**Ongoing Behaviour issues**

Where students exhibit ongoing behaviour patterns, as part of staged response a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour
- **Explicit Teaching of** appropriate behaviours.
- **Monitoring and providing feedback** (Student diary)
- **Time Out allowing** students a “Cooling Off” period

- **Withdrawal** a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify inappropriate behaviour
- **Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour
- **Detention** will be given to a student for serious and/or continual misconduct. Detention will be taken after parents/caregivers have received notification.
- **Suspension & Expulsion:** For serious disciplinary measures we follow the obligations under Ministerial Order 625 – Suspensions and Expulsions.

**Evaluation:**

This policy was ratified by School Council on 15<sup>th</sup> June 2015.