

# Tatura Primary School Engagement Policy



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# School Profile Statement

Tatura Primary School is located in central Victoria approximately 180km north of Melbourne. The town of Tatura lies 20km south-west of the major regional centre of Shepparton. Tatura is a rural community, with many parents employed in businesses and industries derived from primary industry. Tatura Primary School has students from a mixed social and cultural demographic. In 2015 school enrolments are 212, with 3% of students from non-English speaking backgrounds and 6% from Indigenous backgrounds. We have 19 school staff including a school first aid officer.

At Tatura Primary School there is a strong focus on student wellbeing. Staff believe that children learn best when their learning engages them, when they experience success, when programs meet their needs and when they feel supported by staff. Staff members take into account students' abilities, backgrounds, learning styles and intelligences. The school places emphasis on primary prevention and early intervention strategies to enhance the wellbeing of the children in our care.

With a commitment to maximising the learning growth of every child, we focus on engaging all students in a comprehensive learning program. Our curriculum has a strong foundation in literacy and numeracy. We provide opportunities for students to develop leadership skills through School Captaincy, House Captaincy, Student Representative Council membership, Environment leaders and the buddy program. Students are supported to become empowered, active and positive citizens.

# Whole School Prevention Statement

## PURPOSE

1. Through focused teaching and learning activities, student performance will be maximised in all areas
2. To instil in students that success comes through effort.
3. To develop and maintain a sense of social and environmental responsibility and citizenship.

## VALUES

**Respect:** recognise and accept the difference in ability, race, religion and beliefs of others. We treat others how we would like to be treated.

**Teamwork:** commitment to work as a team, support and encourage each other toward common goals.

**Excellence and Professionalism:** maximise every opportunity to achieve the best possible outcomes for all school community members.

**Open communication:** speak and listen respectfully to all members of our school community.

**Resilience and Optimism:** acknowledge the positives in situations and treat others with a sense of fairness

## EXPECTATIONS

The expectations of Tatura Primary School are:

1. that equity occurs
2. that bullying in any form is NOT acceptable
3. student attendance is at or above 90%
4. all people respect themselves, others and the environment
5. that we value diversity
6. that prohibited activities will not occur
7. that conduct when travelling to and from school and during activities will be appropriate
8. that we adhere to uniform and sunsmart policies
9. that students remain in the school grounds unless permitted to leave
10. that all staff follow our Engagement Policy

# Guiding Principles

The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

1. The school's curriculum will include social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
2. The school will promote active student participation and provide students with a sense of ownership of their environment.
3. The school will support families to engage in their child's learning and build their capacity as active learners.
4. The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
5. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
6. The school will have processes in place to identify and respond to individual students who require additional assistance and support.
7. The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

# Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Tatura Primary School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are:

1. Support the Student Engagement Policy
2. Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
3. Focus on student attendance (see policy in appendices)
4. Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
5. All students will have the opportunity to participate in a social and emotional learning curriculum program, such as Bounce Back, Wilson McCaskell games
6. Use of multi-age classroom and cross-age activities to develop tolerance and awareness of individual differences in students
7. Use of co-operative learning techniques to reinforce to students that all contributions are respected and valued.
8. Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and other more informal mechanisms.

9. Further development of playground and sports equipment to encourage students to engage in organised physical activity during recess times.
10. Teachers consult with students to develop classroom expectations.
11. Open communication with parents when difficulties arise.
12. The utilisation of external agencies when the situation arises.
13. Implement the Anti-bullying, anti-cyber bullying policies (see appendices)
14. Records kept of all behaviour incidents.

## Identifying students in need of extra support

Tatura Primary School will utilise the following information and tools to identify students in need of extra support using the following strategies:

1. Personal information gathered upon enrolment
2. Attendance rates
3. Academic performance, particularly in literacy and numeracy assessments
4. Behaviour observed by classroom teachers
5. Engagement with student families

## Rights and Responsibilities

Every member of the Tatura Primary School community has the right to fully participate in an educational environment that is safe, supportive and inclusive. The school provides a positive culture and 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.

In keeping with this important human right, we view harassment and bullying (including cyber-bullying) as serious behaviours that are not to be tolerated at Tatura

Primary School. Our students are encouraged to develop strategies that enable them to be resilient and to be active problem solvers.

When developing Rights and Responsibilities Tatura Primary School has considered their legal responsibilities under relevant legislations:

1. Equal Opportunity Act 2010 (Vic): at Tatura Primary School all members of the school community will be treated equally regardless of age; gender identify; impairment; physical features; race or religious belief.
2. The Charter of Human Rights and Responsibilities Act 2006 (Vic): this Act sets out 20 rights that reflect the following four basic principles: Freedom, Respect, Equity and Dignity.
3. The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Vic)
4. The Education and Training Reform Act 2006 (Vic)

At Tatura Primary School , we have clearly defined rights and responsibilities for the whole school community-students, parents and carers and teachers.

As part of the Start Up Program at the beginning of every school year, each class develops their own set of rules and expectations.

<b>RIGHTS</b>		
Students	Teachers/Staff	Parents/Carers
To learn and achieve their individual potential	To be treated with respect by students, parents and other staff members.	To know that their child is in a safe, happy, learning environment where they are treated fairly and with respect.
To feel happy and safe in the classroom and playground	To feel safe in the school environment.	To work in partnership with the school to support their child's education.
To be accepted as an individual	To teach without disruption, in a clean and tidy environment.	To expect a positive and supportive approach to their child's learning.
To be treated and spoken to fairly and respectfully by teachers, students and parents.	To be supported by the family in the education of their child.	
To learn and play in a clean and tidy environment	To be informed, within Privacy requirements, about matters relating to students	



	that will affect the teaching and learning program for that students.	
To ask questions and share ideas.		
To be acknowledged for 'having a go' and making strong decisions.		
To participate in school activities.		
<b>RESPONSIBILITIES</b>		
Contribute to the best of their ability in all school activities	Treat students, parents and other safe members fairly and respectfully	To promote positive educational outcomes for their child by taking an active interest in their child's educational progress and by modelling positive behaviours
To allow others to learn and play without interference	Maintain a school environment where all students feel safe and have the opportunity to learn and interact with others	To ensure their child attends school regularly and is punctual and to provide explanations for all school absences
To accept others as individuals with differing backgrounds, interests and personalities	To discuss and reinforce school rules and expectations	To engage in regular and constructive communication with school staff regarding their child's development
Treat and speak to all members of the school community in a fair and respectful manner.	Provide an environment which maximises the opportunity of all students to strive for excellence	To support the school in maintaining a safe and respectful learning environment for all students
Listen to and value others' opinions and ideas.	To contribute to the development of quality work programs through team planning	To provide the school with up to date contact information
To be in control of their own thoughts and feelings and making strong decisions	Come to school on time and prepared for effective teaching	Provide information relevant to the child's physical & emotional needs i.e. asthma management, medical reports, legal status and information which may impact on their learning
To be positive	Display consistency in	To be aware of and

ambassadors for our school: travelling to and from school, on excursions, camps and special events.	student management	encourage your child to observe the School Code of Conduct built into the Student Engagement Policy
To contribute to the physical and emotional safety of people in our school	Provide appropriate levels of supervision for students both inside and outside the classroom	To provide their child with a healthy lunch, snack and fruit every day, ensuring their child has had enough sleep at night and breakfast before starting the school day
To come into class at the beginning of the day and after each break on time.	Take into account parent's suggestions and opinions in relation to their child's education and wellbeing.	
To wear correct school uniform and maintain personal cleanliness		

# Shared Expectations

Tatura Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support the individual students and families that come to our community from a diversity of backgrounds and experiences.

The values of the Tatura Primary School community are demonstrated by the following shared expectations:

## **Staff will:**

1. Develop positive relationships with students
2. Ensure every student is treated with equity
3. Listen to students and value their contributions
4. Build positive relationships with parents
5. Create engaging programs
6. Provide a wide range of resources to engage students
7. Understand the needs of students and accommodate those needs through the development of Individual Learning Plans
8. Be familiar with the Teaching Profession Code of Conduct

## **Students will:**

1. Demonstrate respect for the rights of others, including the right to learn.
2. As they progress through school be encouraged and supported to take greater responsibility for their own learning
3. Be expected to participate as members of the whole school community
4. Attend school regularly
5. Be expected to participate fully in the school's educational program
6. Demonstrate positive participation
7. Treat their peers and teachers with respect and dignity
8. Value school resources.

## **Parents/Carers will:**

1. Promote positive educational outcomes for their children
2. Be expected to support the school in maintaining a safe and respectful learning environment for all students
3. Encourage and support students in regular attendance
4. Ensure their child/children are ready, willing and able to learn
5. Communicate clearly with the school about the needs of their child/children

# School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based common whole-school and classroom practices, including:

1. Establishing as a class an agreed set of values and expectations
2. Providing a differentiated learning curriculum
3. Consistently acknowledging all students
4. Providing physical environments conducive to positive behaviours and effective engagement in learning
5. A school wide house system, with points being awarded for a variety of outcomes
6. Junior School Council and Sustainability Enviro Kids/Wastebusters
7. Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self discipline
8. Class celebrations

## **Logical Consequences**

### **Appropriate behaviour**

1. Teacher acknowledgement and positive feedback
2. Positive comments in diaries
3. Positive phone calls home
4. Reward points/stickers
5. Achiever of the week award
6. Recognition at school assemblies
7. Newsletter items recognising achievements
8. Leadership opportunities
9. Comments in school reports
10. The right to represent the school

## **Inappropriate behaviour**

1. Talking to the student and referring them to the school shared expectations
2. Discussing inappropriate behaviours in the classroom
3. Contact with parents-phone call or meeting
4. Detention
5. Conference-apology
6. Ask the student to undertake tasks designed to better equip him/her to behave positively in the future
7. Counselling and/or mentoring
8. Appropriate behaviours taught and agreed to
9. Payment for damage sought
10. Withdraw privileges
11. Withdraw student temporarily from class
12. Hold student support group meetings
13. Developing individualised flexible learning, behaviour or attendance plans.
14. Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion.

## **Responding to challenging behaviour**

Where students exhibit ongoing behaviour patterns as part of a staged response a range of strategies will be used. These may include some or all of the strategies listed and staged action of consequences as outlined below:

### **Staged Consequences of Misconduct**

- |                |   |
|----------------|---|
| <b>Stage 1</b> | <b>Restorative Conversations:</b> a reminder and explanation is given to the student that the behaviour is unacceptable                   |
| <b>Stage 2</b> | <b>A verbal warning and behaviour recorded:</b> if there is no change in behaviour  |
| <b>Stage 3</b> | <b>Time out/cool down:</b> students will be given time out from the playground or spend time in another classroom or appropriate setting. |

Parents may be notified by a phone call or a note written in their communication book

- Stage 4**      **Report of Misconduct:** after the Principal has been informed of serious behaviour breeches parents/ guardians will be notified either in person, by phone or letter to inform them of their child's breach of the Code of Conduct
- Stage 5**      **Withdrawal or Detention:** students may be withdrawn from major events such as camps or excursions due to inappropriate behaviour or a 30 minute lunchtime detention may be imposed. Parents will be informed
- Stage 6**      **Student Support Meeting:** a meeting will be held to discuss the student's behaviour and strategies that will assist the child to modify behaviour. Recommendations may be made for the student to be referred to appropriate student services or a behaviour plan implemented
- Stage 7**      **Exclusion- Suspension and Expulsion:** Processes involved in suspension and expulsions are serious disciplinary measures and will follow DET guidelines in consultation between students, parents, Principal and staff members concerned as outlined in Appendix 12-18 of the DET Student Engagement Guidelines 2009.

When considering suspension or expulsion schools are required to follow the procedures listed in Section 4.3 of the DET guidelines published in *Effective Schools are Engaging Schools Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

# Engaging with families

Tatura Primary School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

1. Ensuring all parents/carers are aware of the school's Student Engagement Policy
2. Conducting effective school-to-home and home-to-school communications
3. Providing volunteer opportunities to enable parents/carers and students to contribute
4. Involving families with homework and other curriculum-related activities
5. Involving families as participants in school-decision-making
6. Co-ordinating resources and services from the community for families, students and the school
7. Involving families in Student Support Groups

Attendance			
Student Expectations	Actions	Consequences	
		Positive	Staged Response
Students will attend school on a regular basis.	Minimal absences for genuine reasons only, such as illness.	Classroom recognition of regular attendance. Awards for attendance at school assemblies	Contact parents for all absences. Individual Learning Plan
Students will be at school ready and on time.	Students follow established classroom and homework routines	Awards/Rewards	Inform families of lateness.

<b>Parent Expectations</b>			
Parents encourage and support students in regular attendance.	<p>Notify school of absences – phone/note</p> <p>Limit absence to genuine reasons.</p>	<p>Level of attendance recorded on school reports and highlighted to families at interviews.</p> <p>Develop goals and strategies for non-attendance.</p>	<p>Meeting with staff.</p> <p>Assistant principal</p> <p>Outside agency support</p> <p>Letter from principal to families where non-attendance is habitual</p>
Parents will have children ready, willing and able to learn.	<p>At school on time.</p> <p>Food provided</p> <p>Appropriate uniform, clean clothing</p>	<p>Students accessing school programs successfully. Able to reach full learning potential</p>	<p>Assistant principal</p> <p>Outside agency support</p>
<b>Staff Expectations</b>			
Create engaging programs that cater for individual needs	<p>ILPs</p> <p>Provide an engaging, positive environment conducive to learning.</p> <p>Establish class routines.</p>	<p>Positive and productive classroom environment.</p> <p>Explicit, purposeful teaching</p>	<p>Communicate readily with parents about both positive and negative information about their students.</p> <p>Seek feedback from parents and students.</p>
Encourage regular attendance of students	<p>Acknowledge all students who are on time and at school.</p> <p>The teacher checks all absences and late arrivals.</p> <p>Monitor attendance – CASES process.</p> <p>Group to monitor ‘at risk’ students.</p>	<p>Provide class/school rewards and awards for attendance.</p> <p>Positive phone calls reflecting attendance and punctuality.</p>	<p>Follow up concerns with senior staff</p> <p>Meet with parents</p> <p>Link with outside agencies</p> <p>Notify Region</p> <p>Develop attendance plan.</p> <p>Support with food and/or clothing when required.</p>



## REFERENCES

Effective Schools are Engaging Schools- Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/codeofconduct.htm</a>
School Accountability & Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.education.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.education.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm">http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm</a>
Education & Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewing.htm">http://www.education.vic.gov.au/about/directions/reviewing.htm</a>

## RELATED POLICIES

1. Anti-bullying
2. Anti-harassment