

# Specimen Hill Primary School

## Student Engagement Policy



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## Specimen Hill Primary School Student Engagement Policy

### School Profile

Specimen Hill Primary School is situated in Golden Square, Bendigo. It has a rich historical background dating back to 1874. The school was built on the goldfields, hence its name in reference to the gold specimens that were found in the area. In 2005/06 the original building was demolished to be replaced by a new school that was rebuilt on the original site, enabling a learning environment more compatible to twenty-first century teaching and learning. The school grounds are very picturesque and the school community takes pride in the environment. The school has a consistent population of around 315 students.

Wellbeing is viewed as integral to positive student outcomes resulting in its significant profile in the school. The Assistant Principal role is dedicated to wellbeing and this is supported by a Wellbeing Officer who works five days per week. Underpinning all school programs is the effective Speci Wellbeing Program that operates across the school. The school (SFO) index is 0.5985 indicating a large percentage of families come from a low socio economic background which inherently brings a social and educational disadvantage.

The school has a hard-working, highly-skilled and cohesive staff who are dedicated to improving the education and future pathways for all of its students.

### School Values, Philosophy and Vision

#### **Rationale**

Specimen Hill Primary school in line with the Department of Education and Training (DET) are committed to providing a safe and secure learning environment and high quality learning and development opportunities for every student at the school and in all Victorian schools. Students are supported in reaching their full potential when they are happy, healthy and safe, surrounded by a positive school culture that is fair and respectful. Our school is committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy.

#### **Philosophy**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

#### **Vision** (from 2015-2018 School Strategic Plan)

Specimen Hill Primary School creates a stimulating and supportive learning environment for all students, teachers and parents. It provides a friendly, caring and inspirational learning community that engages students to work to achieve their personal best in an environment of respect and cooperation. The school provides a caring and inspiring learning environment which prepares all students with the potential for a successful further education and employment. For every student to be an effective participant in a global society.

#### **School Values-** (*Persistence, Resilience, Honesty, Excellence & Respect*)

The actions and achievements of the Specimen Hill learning community are underpinned by its 5 key values:

**Respect:** Showing care, consideration and concern for rules, other people and property.

**Persistence:** To continue to work hard and to strive to achieve our best.

**Resilience:** To take responsibility for our own actions and to positively respond to all situations.

**Honesty:** To do the right thing in our words, actions and relationships. To think and act with integrity.

**Excellence:** Working to achieve to the best of our ability in all circumstances.

A term planner outlines the key values that staff, students and the community focus on over each term. Classroom teachers plan and deliver lessons aligned to the school values planner focussing on the key values across the school.

### Guiding Principles

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

The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school will promote active student participation and provide students with a sense of ownership of their environment.

The school will support families to engage in their child's learning and build their capacity as active learners.

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress

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.

The school continues to *embed a comprehensive values program focussing on 5 key values across the school*. The strategic intent was demonstrated by:

- Using consistent and common language that's linked with the school values
- Team planning that reflected the values in all learning situations

- Promoting the school values through the wider school community
- School rules which are underpinned by the values

## Engagement Strategies

### Wellbeing Program

Underpinning all school programs is the effective Speci Wellbeing Program that operates across the school. Wellbeing at Specimen Hill includes the Speci Wellbeing Classroom Program facilitated by the Wellbeing Officer that operates in every classroom. For students in Grade P-4 these sessions are held on a fortnightly basis and for students in Grades 5-6 Wellbeing sessions are held on a weekly basis. To support the classroom program the Wellbeing Officer also has allocated time to work with individual students, parents/guardians and to connect families to Welfare/support services.

**Wellbeing Support Programs-** These programs run in conjunction with the school Wellbeing program. Each of these support programs operate within the school and provide an extensive resource to support students and their families.

**BOYS/GIRLS GROUPS** These groups focus on working with children from various age levels on developing their social, emotional and behavioural capacity. A key element for boys is in breaking the cycle of violence and for girls is enabling girls to deal with conflict in an assertive and appropriate manner. These groups are facilitated by the school Wellbeing Officer and supported by a specialist teacher.

**THE SEASONS PROGRAM** is a strategic program that supports children to deal with aspects of grief and loss.

**THE BUDDY PROGRAM** The buddy program is used in a variety of school areas – integration/preps and new students/Buddy grades [cross-age tutoring]/Activity Days/Excursions. Its key role is to provide peer support for children across the school.

**BUDDY BENCHES-** The school promotes 'You Can Sit With Me' ambassadors who act as support for students in the playground who feel they don't have anyone to play with.

Ambassadors are rostered on to check in on the buddy benches during break times and are there to support the student connect with their friends and other peers.

**AWARDS** One student from each grade/specialist area receives a Star of the Week certificate at Assembly each week. The award focuses on a student who has demonstrated change or an achievement throughout the week.

**KITCHEN GARDEN PROGRAM-** Garden to table program. This program focusses on teaching students the process of growing fruit and vegetables from garden preparation through to harvest and then working with the food in the kitchen. This program operates for students in Grades 3/4.

**FOOD/HEALTH HAMPERS-** Preparation and delivery of both health and food parcels for students and families who are in crisis.

**BREAKFAST PROGRAM-** Breakfast program operates on Wednesday mornings and is open to the school community to attend. A community breakfast is held termly whereby students and parents are invited in to share a healthy breakfast together. School staff and students work together to prepare a variety of healthy food options.

RUNNING CLUB- Tuesday morning running club is facilitated by the schools Physical Education teacher and promotes healthy living and exercise for all students and families in the community.

CIRCUS PROGRAM- Operating from Grades 1-6. Students participate in weekly rotations focussing on developing skills that can be showcased in mini performances along with collaborative and cooperative tasks.

VALUES AWARDS- Weekly value awards presented to students who have been consistently demonstrating the school values.

Other Wellbeing initiatives are: Free Fruit Wednesday, free pre-loved uniforms, Nude Food program, Junior School Council and activities, regular fun days to create awareness and support for various charities, a walking school-bus, connecting families to community support organisations, Parent Managed Head-lice program, Parent cook up program supporting families in need and much more. These strategies will continue to develop and to be embedded across the school as a part of the total Wellbeing program.

### **Child Safe Standards**

Members of the school community (teachers, parents, students) feel empowered to discuss child safety and raise any concerns about child abuse. This is communicated throughout the school with all stakeholders of the school community.

### **Resilience, Rights and Respectful Relationships**

This program allows students to develop personal and social capabilities via social and emotional learning. 8 topics are covered each year they are: Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management, Help Seeking, Gender and Identity and Positive Gender Relationships. Teachers plan and implement lessons as guided by the Department of Education resources. Classroom teachers commit 30 minutes of structured learning to this program each week. Weekly lessons are included in teachers planning documentation and directly aligned to the schools planning documentation of specific topics to be covered each term.

The school has recently purchased a variety of resources that are available to staff and the community to further support the inclusion of this program across the school community.

### **Attendance**

Our school understands that regular school attendance is a key factor in enabling positive student engagement and successful learning outcomes. Students are encouraged to achieve full attendance to maximise learning opportunities.

We follow the 'It's not OK to be Away' approach in encouraging student attendance. Teachers closely monitor student attendance and make contact with the Principal/Assistant Principal when patterns of absence are identified or when a student has been absent for consecutive days. Teachers refer to the school's attendance flow chart to support them in identifying student attendance concerns.

Where necessary the Principal/ Assistant Principal will meet with parents to develop an attendance action plan which outlines strategies to support the child's regular attendance at school.

All students with attendance concerns are also monitored using the school's management tool. Students who have an attendance rate of 97% each term are also celebrated at the end of each term with a Principal's morning tea and end of term certificates.

### **Students with Disabilities**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Students with disabilities have their learning needs accommodated in a variety of ways so they can participate fully as possible in all aspects of school learning and life.

### **Identifying students in need of extra support**

Our school will utilise the following sources of information and tools to identify students in need of extra support;

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments conducted as per the Specimen Hill Primary School Assessment Schedule.

### **Student Support**

An Individual Education Plan (IEP) is required for all students with additional learning/ or behavioural needs and all students who are identified as having an Indigenous background (KEP). The plan describes a set of goals and strategies to meet the learning goals for the student. Short and Long term goals are set at the beginning of the year and reviewed each term. These goals are reviewed and communicated to parents on a termly basis.

All students who are funded under the PSD Category have a termly review of the individual goals that are set via a Parent Support Group meeting. This meeting is held with the parents, teacher, student support officer and Assistant Principal.

These goals are set in a PSG meeting (each term) and includes the parents, teacher, ESO and Assistant Principal.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength based learning
- Differentiated curriculum and modified programs
- Specialist intervention and support, eg, speech, occupational therapy, counselling
- Visual Timetables
- A clear understanding of the disability by all stakeholders. Training for teaching and ESO personnel to extend their understanding of the disability and appropriate strategies to maximise the student's learning.

### **Curriculum**

On a weekly basis, students undertake 10 hours of Literacy instruction and 5 hours of Numeracy. The specialist areas are; Art, Physical Education, Music for Grades P-2 and Chinese in Grades 3 -6 which each have a time fraction of 1 hour per week. An Integrated Studies program is run across the school that operates on a 2 yearly cycle in the senior department and a 3 year cycle in the junior department. Speaking and listening crosses all areas of the curriculum and ICT is used in all classrooms to assist in delivering a differentiated curriculum to all students. Student progress is monitored by a school wide assessment schedule that is reviewed regularly. In addition to this, six Reading Recovery positions are offered at any one time an Oral Language program is run in Preps to cater for those students entering with low level oral language skills. The Explore writing program operates to provide intense support for students in developing their writing skills in Grades 3-6. This program is intensive and is 1:1 support for students on a daily basis. All Prep students participate in a Perceptual Motor Program for an hour week and there is also, an at risk PMP program for students requiring extra assistance with motor skills in grades one to six. A Space Travellers program is offered throughout the year and is targeted towards students who are achieving well above the expected level.

### Literacy

All literacy instruction is differentiated to cater for student's individual needs. In Reading this is done through matching students to text in independent reading time, small group work in guided reading sessions and independent activities that are matched to the needs of individual students. Individual reading goals are set for all students across the school. All writing sessions are adapted to cater for individuals and expectations for each child altered to cater for individuals. The SMART spelling program is also run across the school.

### Numeracy

All numeracy sessions are differentiated to cater for individual student need. The school is well resourced with concrete materials to support student learning and encourages a problem solving approach to the learning of numeracy.

### Integrated Studies

A program of integrated units run across the school. Where possible units are written in such a way as to engage students in tasks that cater for a multiple of intelligences and also, provide students with tasks that are planned using Blooms taxonomy of thinking skills.

### Rotations

Classes in Grades P-2 operate rotational activities once a week. These rotations include subjects such as Science, Circus skills, co-operative games and ICT. In this way, all aspects of the curriculum are covered.

### EAL Program

The school employs a Multicultural Education support teacher to support the growing population of Karen students and their families within the community. This program is overseen by an experienced staff member who co-facilitates the additional learning program for these students. All students are immersed in small group and 1:1 support programs each week.

### Anti-Bullying

The students at Specimen Hill have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student takes responsibility to make this happen.

Bullying can take many forms-

- **Physical bullying** includes fighting, pushing, shoving, and gestures, standing over or invading someone's personal space.
- **Verbal bullying** includes name calling, offensive language, giving people a 'put down'.
- **Victimisation** includes stand-over tactics, picking on others, threats to "get" people, repeated exclusion.
- **Sexual bullying** includes touching or brushing against someone in a sexual manner, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.
- **Exclusion** includes leaving people out of activities on purpose, physically turning away.
- **Racial, religious or gender discrimination** of any kind is a form of bullying.
- **Cyber bullying** is abusive/uncomfortable messaging using forms of technology. The type of messages include- teasing, spreading rumours, swearing, put downs, offensive language, sexual and racial abuse or sending unwanted messages using email, chat-rooms, instant messaging, SMS, MSN, Facebook or other electronic capacity.

**All members of the school community share the responsibility to act against bullying.**

Teachers will:

- Act as role models of caring, tolerant behaviour.
- Listen to reports of bullying and treat them in a sensitive and serious manner.
- Act to protect and empower the victim and stop the behaviour recurring.
- Deal appropriately with the bully in a restorative manner.

Students who are bullied:

- Should 'Name It'
- Tell the person to STOP (if you can)
- Tell an adult in the school about what is happening
- Continue to tell until something is done so that it is dealt with appropriately and the bullying stops

Student witnesses to bullying:

- Name It to the bully (Follow process)
- All witnesses have a clear responsibility to name the behaviour to an adult. If a witness ignores the bullying it shows support for the bully, enabling the behaviour to continue. These people are considered 'bystanders' to bullying.

Parents:

- Will listen sympathetically to reports of bullying
- Will speak to a teacher, Principal/Assistant Principal/Wellbeing Officer.
- Will work with the school in seeking a solution.

The school:

- Will promote responsible action if bullying is witnessed.

- Will keep adequate records of all bullying incidents.
- Will work with parents.
- Will support and protect the victim.
- Will support the bully to modify their behaviour.
- Will apply consequences and restorative practices. Consequences may include Alternate Lunchtime Program, loss of privileges, suspension where there is resistance to behaviour change and repeated
- Will ensure curriculum resources and programs support an anti-bullying culture.
- Will actively support and promote the policy within the school community.

### School Actions and Consequences

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

### **Behaviour Management Process**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

This section shows steps, which can be used, particularly when the usual classroom and out of classroom plans have not been successful.

Parents and teachers are encouraged to communicate with each other at all times regarding concerns about behavior.

Peer support among teachers is a vital aspect of discipline and should be used at all times.

Parents are encouraged to be involved in supportive action.

These steps can be used in a variety of sequences.

<b>Supportive Action</b>	<b>Means</b>	<b>Appropriate When</b>	<b>Procedure</b>
Discussion	Reminder Warning	First or infrequent offenders	Staff member discusses appropriate behaviour
Alternative Lunchtime Program	Time to reflect on inappropriate behaviour both within the classroom and in the school grounds.	Offenders who display inappropriate behaviour within the classroom or in the school grounds.	Staff member discusses the behavior with the child, he/she completes a form and the child takes this form to the ALP program when they attend.

White Slip	The misbehavior is of a more serious nature or has been repeated.	When a behavior has been repeated and no change is evident.	A white Slip is written up in relation to the behavior and its effect and it is signed by the Principal/AP. The form is then taken home and counter signed by the parent/guardian and the form is returned to school. The student attends ALP where they are involved in discussion and problem solving, restorative conversation.
Contracting and conferencing behaviour agreements/plans	Informal /formal parent conferences using support staff (Prin/AP) and use of discussion and problem solving to make behaviour agreements.	Student repeatedly offends. Previous action has not been successful.	Discussion with staff re strategies already in place. Appropriate behaviour management plan is to be implemented
School Leadership Support	Involvement of Wellbeing Officer, Principal, AP, educational psychologists, consultants, social workers from the region or other agencies.	Previous intervention techniques have not been successful.	Consultants are engaged to work with student, parents and staff.
Exclusion from playground for recess/lunch play for a set period of time		Student repeatedly breaks rules creating a danger for self/others in yard.	Attends ALP or is supervised in Principal's AP's office.
<ul style="list-style-type: none"> <li>• <b>Supportive Action</b></li> </ul>	<b>Means</b>	<b>Appropriate When</b>	<b>Procedure</b>
<ul style="list-style-type: none"> <li>• Internal Suspension</li> </ul>	Student completes work in isolation in Principal/AP office/recess and lunch exclusion (1-3 days).	Student's behaviour repeatedly prevents others learning and/or is in classroom situation or the child is a danger to	Parents informed by Notice of Internal Suspension, followed by a meeting on resumption of regular schooling –

		him/herself or to others.	management contract.
<ul style="list-style-type: none"> <li>External Suspension</li> </ul>	Student is excluded from school and grounds for a set number of days.	Usually following an internal suspension or extreme misbehaviour ie. Student's behaviour is a danger to the physical/emotional health of any student or staff member.	Refer to School Discipline Procedures as per manual. Parent meeting on resumption of school – management contract.
<ul style="list-style-type: none"> <li>Transfer to an alternate setting</li> </ul>	District support is requested to support transfer. Parent involvement.	All other measures have failed/student may benefit from a new start/alternate setting that may better meets the student's needs, eg. Another school or SDS.	Regional support involved to facilitate transfer.

### Alternative Lunchtime Program

**AIM:** To assist children to reflect on their misbehaviour, to be involved in a restorative conversation and to develop positive interaction skills and behaviour. This is provided in a supervised, safe and supportive environment as an alternative to outside play.

- Children will be placed in the program if they do not comply with a school rules causing others to feel unsafe or uncomfortable in the playground or classroom. Such behaviour could include:
  - ❖ Verbal abuse; physical abuse; bullying tactics; sexual harassment, inappropriate behaviour, refusal to obey instructions.
- Volunteers are encouraged to attend the program on a daily basis to participate in games and activities (as an alternative to outside activities).
- PROCESS:**
  - ❖ *Pink slip* – spontaneous inclusion for a minor misdemeanour for one day only (notice does not go home, yet recorded at school in the ALP book and recorded on the Sentral management tool).
  - ❖ *White Notice*- a notice is filled out at school (in duplicate) then it is sent to the child's parents/guardians, outlining the inappropriate behaviour, the duration of the child's inclusion in the Program and the details of what is involved in the program. The form is signed by a parent and then returned to school the next day. This may also include a phone conversation or meeting with all parties concerned.
- Details of the Program

- ❖ The child is placed in the program for up to 5 school days depending upon the misbehaviour.
- ❖ Details of participants will be kept in a book and on the Sentral management tool. Principal/ Assistant Principal/ wellbeing staff will review the book regularly.
- ❖ Teachers supervise the program as part of the yard duty roster.
- ❖ Students may opt to volunteer in the program on a daily basis, at the discretion of the supervising teacher. Any voluntary participants may be asked to leave if their behaviour is having a negative effect on other participants.
- ❖ Non-voluntary participants, who are uncooperative in the program will be removed to a time-out situation and their time in the program reviewed.
- ❖ The total number in the program should remain manageable for the supervisor.
- ❖ All non-voluntary participants are involved in discussion and are required to complete a problem solving form to reflect on their behaviour during their initial visit.
- ❖ Once the form is completed and they have participated in a restorative conversation they are then able to mix with other children in the program in games and activities.

### **Student Management Tool**

The school will record all student incidents, individual learning/ behaviour plans and notes from both formal and informal Parent Support Group meetings via the student management tool. Teacher/student news will be updated on a daily basis. Staff are required to log on to the tool daily to receive updated information and daily news.

### **SCHOOL RULES**

**To help protect our rights and to encourage responsibility we have basic rules for our classroom and for times when we are out of class.**

#### **Talking or Communication Rule**

This rule covers:

- Hands up/wait our turn to speak
- Working noise
- Hurtful language
- Assemblies
- Lining up
- Moving between rooms
- Careful listening

In class example: We speak kindly and respectfully to each other and listen to others when they are speaking.

Out of class example: We speak kindly and respectfully to each other.

#### **Learning Rule**

This rule covers:

- The way we learn and play in our room and out of class.

- Co-operation between all parties (staff and students).
- Using appropriate means to get attention or help.
- Behaviour includes on camps and excursions

In class examples: We work quietly in a cooperative manner. We take turns

Out of class example: We co-operate with others. We share the playground.

### **Movement Rule**

This rule covers:

- We move in a safe and quiet manner.
- We use equipment in a safe and appropriate manner.
- Being on time

In class example: We walk quietly in our room and put things away carefully.

Out of class example: We take care when we are moving about or playing outside. We look after equipment.

### **Treatment Rule**

This rule covers:

- The way we treat each other – no sexism, no put downs, no racism.
- We always use our manners.
- Respectful attitudes and behaviour.

In class examples: We are kind to each other and use good manners.

Out of class example: We are kind to each other. We play in a friendly, respectful manner.

### **Problem Rule**

This rule covers:

- The way we fix up problems between each other.
- Naming it process.

In class example: We try to solve problems in a fair manner. If it is hard we “Name it” or ask a teacher for help.

Out of class example: We talk to each other and try to work out problems out. If we need help we use the “Naming it” process.

### **Safety Rule**

This rule covers:

- Safe behaviour at all times.
- The safe use of equipment.
- Safety at camps and excursions.

In class examples: We try not to hurt people. We use furniture and equipment safely.

Out of class example: We play safe games. We play in safe areas of the school grounds. We handle equipment appropriately.

## CONSEQUENCES

To help students become responsible for their behaviour, there are planned consequences, which follow when rules are broken. Consequences need to be real, related and respectful of the student.

Here are some examples of planned consequences for each of the classroom rules:

**Talking:** If I call out without putting up my hand I understand that my teacher will ignore me and I may have to sit apart from the rest of the class and not join in the rest of the discussion.

**Learning:** If I cannot share with others I may not be permitted to use the class materials.

**Movement:** If I disturb others while moving around I may lose the right to this privilege.

**Treatment:** If I put people down I will be warned about my behaviour and asked to reflect on my behaviour.

**Problem:** If we do fight we will be asked to sit and talk and find ways to fix up our problems.

**Safety:** If using equipment in an unsafe manner it will be taken from me and I will be asked to fix or replace anything I break. I will not be allowed to use equipment unless I use it safely or correctly.

### MANAGING BEHAVIOUR PROACTIVELY

<i>Preventative Action</i> (Action to prevent unnecessary disruptions)	<i>Managing Behaviour</i> (Work in consultation with your class)
Create clear rules and consequences as a group These rules must be shared with parents Have an aesthetically pleasing and child centred room Have appropriate materials for use Have appropriate and fluid seating arrangements Plan interactive lessons Cater for individuals in a differentiated or modified manner Communicate clear expectations Have a clear classroom behaviour plan	State rules in a clear and positive manner Explain and discuss reasons for each rule Discuss logical consequences for breaking each rule Acknowledge positive actions Discuss and demonstrate 'Naming It' Discuss the Alternative Lunchtime Program process

We encourage a calm and positive environment at all times and expect all stakeholders in the Specimen Hill community to do the same.

Date implemented	01/04/2019
Reviewed by	School Council
Approved By	School Council
Approval Authority (signature & date)	Wendy Jackson
Date reviewed	01/04/2019
Responsible for Review	Wellbeing Committee
Review date	Every 2 years 01/04/2021
References	

