

Student Engagement



Policy

2016

(To be reviewed in 2019)

EFFECTIVE SCHOOLS ARE ENGAGING SCHOOLS

SCHOOL CONTEXT:

Skye Primary School is situated in the Frankston area and is part of the Frankston Northern Network of schools. Student enrolment at Skye Primary School shows increasing numbers with enrolment increasing from 480 in previous years to 535 in 2015 and 505 in 2016.

The demographics surrounding the school are changing with new housing developments replacing a semi-rural farming area. The school SFO is 0.61 which has increased over the last three years indicating a decline in the socio-economic status of our school community. .

Our school has identified the need to be engaging and inclusive and to recognise and respond to the diverse needs of our students. We believe that Student Engagement and School Connectedness underpin effective student learning, students are supported to achieve their potential in an atmosphere of respect and cooperation.

We believe student wellbeing is everyone's collective responsibility and that social and emotional wellbeing underpin effective student learning and positive behaviour. Our school provides a strong foundation of support with student engagement and wellbeing being a whole-school priority.

Skye Primary School introduced Restorative Practices to the school community in 2007 to encourage engagement, and build pride, respect and responsibility in our school community. We place great value on positive Circle Times throughout the school in every classroom as way in building the basis for respectful communication, relationship building and behaviour management in our school. At the beginning of 2016 Skye Primary reviewed the school values and these are taught throughout the school as part of the wellbeing curriculum.

The Charter of Human Rights and Responsibilities Act (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 accordance with human rights and consider them when making decisions and delivering services.

OUR VISION STATEMENT :

All students at Skye Primary School will be literate, numerate, creative and socially responsible community members.

Our students will be supported and challenged to achieve their full potential enabling them to develop self- confidence, resilience and respect for all.

Our school creates a learning environment where all students are supported and guided to:

- Initiate, manage and maintain relationships
- Cooperate and contribute to achieve groups goals
- Develop an understanding of their strengths and potential
- Develop resilience and dispositions which support learning
- Prepare for life-long learning

School Values:

All Members of the Skye Primary School Community value

RESPECT
At Skye Primary School we show respect and care about the feelings and rights of others *We use manners *We allow teachers to teach and others to learn *We treat others with kindness *We listen attentively *We accept ourselves for who we are
RELATIONSHIPS
At Skye Primary School we create and maintain positive relationships <ul style="list-style-type: none">▪ We include others▪ *We cooperate with others▪ *We solve problems in a positive manner▪ *We appreciate the differences in others▪
RESILIENCE
At Skye Primary School we are resilient and work through challenges effectively. <ul style="list-style-type: none">▪ We are persistent and don't give up▪ *We know it is ok to make a mistake▪ *We use a range of strategies to solve a problem▪ *We face challenges with a positive attitude▪ *We move forward when things don't go our way .▪
RESPONSIBILITY
At Skye Primary School we take responsibility for our learning , behaviour and school environment <ul style="list-style-type: none">▪ We take care of ourselves and our belongings▪ *We look after our learning environment and the school yard▪ *We can be trusted to make good choices▪ * We are in charge of our choices▪ *Our choices can impact others

Skye Primary School values the Rights and Responsibilities of all members of our school community and sees them as the outlined below:

RIGHTS AND RESPONSIBILITIES:

<p>All Members of Skye Primary School community have the right to ...</p> <ul style="list-style-type: none"> Fully participate in an environment free of discriminatory behaviour. This includes racist, sexist, ability-based, class-based forms of harassment, bullying (including cyber), vilification, violence, intimidation, abuse and exclusion Be treated with respect and dignity Feel valued, safe and supported
<p>All Members of Skye Primary School community have a responsibility to ...</p> <ul style="list-style-type: none"> Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community Participate and contribute to a learning environment that supports learning Ensure their actions and views do not impact on the health and well-being of other members of the school community

<p>All students have the right to:</p> <ul style="list-style-type: none"> Learn To be safe and looked after To feel happy To be respected and not judged To have a voice 	<p>All staff have a right to:</p> <ul style="list-style-type: none"> Teach Feel Safe Be involved in decision making Be supported by school community 	<p>All parents have a right to :</p> <ul style="list-style-type: none"> Know their children are safe Be able to approach school staff and feel comfortable Information about their child Respect and have their children treated with fairness and equality
<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> Follow the school rules and behave appropriately To listen to their teachers To learn and let others learn To be a role model for younger students 	<p>All staff have a responsibility to:</p> <ul style="list-style-type: none"> Provide engaging teaching and learning programs Model desired behaviour Support and maintain school policies and goals To treat others with respect and equality 	<p>All parents have a responsibility to:</p> <ul style="list-style-type: none"> Ensure their child attends school and has minimum days absent Ensure their child is on time and wearing the correct uniform Support their child’s learning at home Teach their child to respect others Support the school’s decisions on discipline

WHOLE SCHOOL PREVENTION

At Skye Primary School students are supported and guided to take responsibility for achieving their personal best, a sense of identify and their place in the world, and a sense of worth through the development of positive relationships between students, teachers, parents and the community.

Skye Primary School acknowledges that many young people will encounter some difficulties during their school life and will need to be supported by targeted strategies to address such challenges. We believe it is imperative to have in place processes for us to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Risks for students may involve social, emotional or physical factors, or may be related to family or community factors.

We focus on creating a learning environment where all students can learn; this is supported by our school wide commitment to a consistent and positive approach to student management and student well-being and a belief that student welfare and behaviour are areas for co-operation and partnership between home, school and the community.

IMPLEMENTATION OF A PREVENTATIVE WHOLE SCHOOL CULTURE

At Skye Primary School we follow through with the implementation of a number of preventative actions and programs that provide structures and support throughout our school.

Preventative Programs and Actions to support students in their overall well-being include:

- Whole School Rules
- Skye Value Statements
- Anti-Bulling focus supported by Policy
- Tribes
- Social Skill Development –
 - Ripple of Kindness
 - Circle Time
 - Teaching of our school values
- Extra Curricular Activities
- Kids Hope Mentoring
- Transition Programs
- Attendance Focus
- Tell Them From Me survey
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The following provides more detail on these Preventative Programs and Actions.

Whole School Rules

Skye Primary School has clearly specified eight Whole School Rules that focus on students taking responsibility for their own behaviour and understanding that their behaviour, both positive and negative, has an impact on themselves and the community around them.

Our school rules support students to be able to contribute to their own success and have high expectations for themselves; show respect and value for themselves, teachers, their peers and others within the wider school community; participate fully in all school programs, and to respect and value differences between themselves and others.

1. We follow all staff instructions promptly.
2. We allow others to learn and teachers to teach.
3. We raise our hands to get our teachers attention.
4. We use good manners, appropriate language and actions towards others.
5. We move around the school in a safe and quiet manner.
6. We respect the property of the school and others.
7. We keep all parts of our bodies to ourselves.
8. We do not physically, emotionally or socially hurt ourselves or others.

Our eight school rules are a focus in the classroom and across the school at the start of every year and reinforced throughout each term.

Skye Value Statements

In 2016 Skye's **Value Statements** were introduced. Each statement outlines the behaviour expectations that underpin each of our School Rules. Each of the statements are introduced and talked about during whole school assembly time by the Principal Class. The statements are explicitly taught in each grade throughout the term and teachers reward any child they see exhibiting that behaviour in the following fortnight. Assembly certificates are given to those students displaying that value.

The Skye Value Statements are:

1. Resilience

At Skye Primary School resilient students face and work through challenges effectively:

- We are persistent and don't give up
- We know it's OK to make a mistake
- We use a range of strategies to solve a problem
- We move forward when things don't go our way

2. Relationships

At Skye Primary School we create and maintain positive relationships:

- We include others
- We cooperate with others
- We solve problems in a positive manner
- We appreciate the differences in others

3. Responsibility

At Skye Primary School students take responsibility for their learning, behaviour and social environment

- We take care of ourselves and our belongings
- We look after our learning environment and the school yard
- We can be trusted to make good choices
- We are in charge of our choices
- Our choices impact others

4. Respect

At Skye Primary School respectful students care about the feelings and rights of others

- We use manners
- We allow teachers to teach and others to learn
- We treat others with kindness
- We listen attentively
- We accept ourselves for who we are

Anti-Bullying Focus and Policy

At Skye Primary School bullying behaviour is unacceptable. All yard incidents that come to the attention of the Yard Duty teachers are logged in the Yard Incident folders. They are followed up and dealt with by a staff member or referred to Admin and are then entered into the Skye Primary School Data Base.

At Skye Primary School we take all bullying behaviour seriously. All bullying is dealt with in accordance with our school Behaviour Management Processes and Policies.

Dealing with bullying behaviour requires a united effort from all members of the community to reject the behaviour, alter future behaviour and provide support to both the victim and the perpetrator.

Skye Primary School has an active Anti-Bullying Policy.

Social Skill Development

An integral component of Skye Primary School's Whole School Preventative Culture is an explicit focus on building students' social skill development in enhancing student self-worth and building positive relationships. This focus links together our School Rules and Skye Value Statements, and incorporates Circle Time and The Ripple of Kindness Project and our Tribal Agreements.

Circle Time - each classroom incorporates proactive Circle Time each week as an important part of daily practice within our school. Circle Time is utilised to assist students in understanding the protocols and processes for respectful communication and the importance of relationship building through student and teacher discussion on social skills, games and group and individual activities.

The Ripple of Kindness Project - is a whole school program newly introduced in 2013. The Ripple of Kindness Project is aimed at providing students with the skills and foundations to put into practise our Whole School Value of Respect. Through this program students will be supported in building their understandings that they can make a difference in their own life and in the lives of those they interact with through intentionally displaying kindness and encouragement. The Ripple of Kindness incorporates ongoing projects that have an individual, classroom, whole school and the wider community focus.

Extra-Curricular Activities

A variety of extra-curricular activities are offered across our school. These activities are designed to meet the diverse needs of our students and to promote student connectedness.

- Student Leadership Council

- Archery
- Gymnastics
- Tribes

Kids Hope Mentoring

Kids Hope Mentoring is a whole school program that provides one-on-one mentoring for students who are identified by the school as being in need of support academically, emotionally or socially. Our school works in partnership with a local church community whose members volunteer one hour per week to come and spend time with a child in our school. Training for our volunteers is provided by World Vision.

The Kids Hope Mentoring Program is a very successful program with a number of students working with mentors and demonstrating positive wellbeing and engagement.

Transition Programs

Skye Primary School implements several transition initiatives within our school that support positive student well-being and connectedness to school. These transition initiatives include Prep Transition, Intra-school Transition, Year 6 to Year 7 Transition .

Prep Transition:

The Prep Transition program is designed to support parents in making the important decision about which school will best meet the needs of their child. Our Prep Transition program offers three components, a Parent Information Evening, Reading Afternoons and several transition sessions, to support parents and their children in the transition process to Skye PS.

Parent Information Evening – an Information Evening is held that outlines information in regards to ‘Preparing Your Child for School’, ‘Expectations of Skye PS’, ‘Our Curriculum at Skye PS’, ‘School – Home Partnerships’, and ‘The Transition Process’.

Intra-School Transition:

Our Intra-School Transition Program is implemented across all year levels towards the end of Term 4 in our Intra School Transition Week. Intra-School Transition incorporates 9 hours of transition over a three day period. During this time all students are grouped together in their new grades and where possible with their new teacher for the following school year.

Year 6 to Year 7 Transition:

Our Grade 6 Transition Coordinator along with the grade 5/6 team work together with our local secondary schools to provide a supportive and successful transition for students going into Year 7.

Attendance Focus

At Skye Primary School we promote full attendance as a key to maximising every students’ opportunity to learn. Our school actively embraces the ‘It’s Not OK to be Away’ and ‘It’s Cool to be at School’ strategies with student attendance regularly monitored. Our Whole School goal is 10 days absent per child per year.

Students are also tracked on our student data base each term and contact with parents initiated. Student Support Group Meetings are held each term for students with chronic poor attendance .Our school will actively seek a Child First case worker to engage with the families to provide

support when appropriate and with parent consent. Short term goals and incentives are established through the welfare team for these students.

Each student's attendance data is recorded on their reports with a corresponding comment.

At Skye Primary School students receive recognition of positive appropriate behaviour through:

- Weekly 'values' awards at assembly
- Special awards for outstanding achievement in academic or community achievements

- Leadership opportunities
 - *SLC*
 - *House Captains*
 - *School Captains*
 - *Tribal Leaders*
- Positive feedback
- Rewards e.g. stickers
- Verbal recognition
- Written recognition e.g. writing positive comments on the students' work, notes given to students, notes to parents
- Certificates
- Free time
- Peer feedback
- Restorative circle time
- Mid-year and end of year reports
- Parent teacher interviews

IMPLEMENTATION OF ACTIONS & CONSEQUENCES

Skye Primary School acknowledges that in encouraging and building our whole school cooperative approach to student well-being that there will be behaviours and events that occur that compromise our ideal. If negative behaviours and events occur at Skye Primary School we follow an actions and consequences approach in repairing the damaged relationships between individuals and groups utilising a restorative approach.

Our Actions and Consequences Implementation involves:

- A Restorative Practice approach involving student conferences
- Four stage Student Behaviour Management Process responding to inappropriate behaviour
- Contacting parents/caregivers
- Appropriate Consequences
- Working with parents and outside agencies
- Extreme Discipline Procedures

Restorative Practices

The philosophy and practice of restorative justice supports the development of well-rounded, socially and emotionally competent young people who are accountable for their behaviours and understand that their actions impact on others in some way.

Restorative Justice is a philosophy that has at its framework:

- Misconduct is a fundamental violation of people and interpersonal relationships
- Violations create obligations and liabilities
- Restorative justice seeks to heal and put right the wrongs

A restorative classroom is characterised by high levels of support as well as clear boundaries, where problem solving around issues is done *with* students. Conversations that can be heard in classrooms are about what happened, what was the thinking behind the behaviour, who was affected and in what way. These conversations focus on fair process, responsibility and accountability, and the repair of relationships that have been damaged. In order to change behaviour we need to provide a process to engage students in meaningful dialogue about what they are doing or not doing.

A restorative question approach:

Wrongdoer	Person Harmed	Back to the Wrongdoer
<ul style="list-style-type: none">▪ What happened?▪ What were you thinking at the time?▪ What have you thought about since?▪ Who has been harmed/affected? How?▪ What needs to happen to repair the harm?	<ul style="list-style-type: none">▪ How have you been harmed/affected?▪ What's the hardest or most difficult part about this?▪ What would you like to see happen?▪ And what will that achieve or how will that help?	<ul style="list-style-type: none">▪ Does that seem fair? If not, what needs to happen?▪ Is there anything you would like to do or say?

Behaviour Management Process

Skye Primary School has developed a consistent approach for addressing inappropriate behaviour and in dealing with management issues and implements a four stage process:

- Warning Stage
- Time Out Stage
- Withdrawal Stage
- Withdrawal to Administration

Warning Stage

Teachers help students to identify inappropriate behaviour. Classroom teachers provide scaffold and support to students to modify behaviour, and in doing so, redirect students to follow classroom and whole school rules. Students are reminded about the behaviour management process and following consequences if inappropriate behaviour continues.

Time Out Stage

The Time Out Stage allows students the opportunity to personally reflect on their own choices whilst remaining in the classroom. Students are encouraged to use Time Out as an opportunity to refocus. After five minutes students re-join the class.

Withdrawal Stage

The Withdrawal Stage is a chance for students to recognise that his/her behaviour is affecting others. Students are removed from the class to a buddy grade for 10 minutes. After being separated from the class, the student is given the opportunity to make a restorative agreement that allows them to be a part of the class again and demonstrate appropriate behaviour.

Withdrawal to Administration

Students who re-enter the class after their class withdrawal and continue to break the Whole School Rules will be withdrawn from the classroom by administration for the remainder of the session/day. Students withdrawn by administration may receive a middle level consequence as outlined below:

Middle level consequences may include:

- Lunch time detention
- Class withdrawal for a set period of time
- Yard Withdrawal
- Specialist Withdrawal
- Thinking and Reflecting
- After School Detention – only in negotiation with the parent/guardian

Or

- The student may come to another agreement through the process of a Restorative Conference for ways that he/she can fix what has gone wrong.

All staff are educated about behaviour management processes and how best to inform, remind and reinforce these processes with their students. Each term staff and students re-visit school rules, behaviour management processes and consequences.

Our school community receives information about our Whole School Behaviour Policy via parent information nights, access to school policies, sub school newsletters and whole school newsletters.

Skye Primary School acknowledges that some ongoing inappropriate behaviour is of a more serious nature and for these cases it may be appropriate for the school to engage in the following to be able to support the student:

- Involving parents/caregivers to assist with modifying behaviours
- Allowing the student a 'cooling off' period using a non-judgemental approach
- Using a Restorative Practice approach the behaviour will be discussed with all parties involved reaching an agreement for future behaviour
- Future monitoring and provision of feedback to students on their behaviour
- Providing discussion and training sessions for individuals to modify inappropriate behaviour
- Seeking support and guidance from relevant departments and outside school agencies

The Skye Primary School Student Management database is used to enter all classroom and yard incidents reported by a Skye Primary School staff member.

The database holds all student incidents and the outcomes, as well as helping to log the parent communication that has occurred.

Parent communication may occur through:

- Phone call from Class teacher
- Phone call from Admin
- Letter generated by student or the staff

Extreme Discipline Procedures

Extreme Discipline Procedures may occur for more severe incidents. These will be specified by a member of administration. Parents will be notified immediately in these circumstances.

Suspension and Expulsion: For serious disciplinary measures we follow DE&T Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial order No. 184