



WERRIBEE PRIMARY SCHOOL STUDENT ENGAGEMENT POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

[16th June, 2015]

Principal: Mr David Quinn

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School Profile

Werribee Primary School was established in 1855 and is located in the centre of the original township of Werribee. We are housed in a combination of historic and modern buildings. Our Year 2 and Year 3 classes have access to outdoor learning spaces and our Year 5 and Year 6 classes to both outdoor learning spaces and a large learning gallery. We are host school to a WELS primary outpost school. We have a current enrolment of approximately 500 students distributed across 21 straight Year Level classrooms.

We became a School Wide Positive Behaviour Support school in 2009 and in 2015 we achieved the highest level of Five Star certification as a ResourceSmart AuSSI Vic Sustainable School. We work hard to ensure that our physical spaces are productive, safe and supportive learning environments, which are ecologically viable.

Our staff is a blend of teaching, education support and admin personnel ranging from graduates to very experienced people, many who have been at Werribee Primary School for ten years or more.

Our community is very diverse – culturally and socially. We have welcomed an increasing number of refugees in recent years. Our current SFO is 0.63. Our student population is also quite diverse, with 3% on the Program for Students with Disabilities, 12.2% English as Second Language and 2.6% indigenous.

Our school priorities are Literacy, Numeracy and Student Engagement. Our educational focus is on developing Effective Teaching Pedagogy by developing teacher capacity through coaching and using data as the evidence for all our improvement strategies.

Our current specialist areas are – Visual Arts, Physical Education and Spanish.

We are continuing to develop our use of and understanding of IT in our classrooms – we currently have a minimum of 2:1 Netbook policy, iPads and interactive whiteboards throughout the school.



School Values, Philosophy and Vision

Werribee Primary School aims to develop literate, numerate and socially competent young people by providing a supportive, caring, focussed, collaborative, teaching environment in which all children are provided with opportunities to achieve their potential. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked and understand the important role that effective individualised teaching and learning practices play in improving engagement.

Werribee Primary School follows the Positive Behaviour Support approach. This is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere. We encourage positive feedback to students often and endeavour to teach students how to behave appropriately. We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

In the past, discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies e.g. reprimands, loss of privileges, suspensions and expulsions. Research has shown that the implementation of punishment and in the absence of other positive strategies is ineffective. Teaching, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

We realise that engagement is influenced by many factors and have formed a three year partnership with Real Schools commencing in 2015 and continuing to 2017 to enhance our PBS approach. How this partnership will develop will be posted on our website as it progresses.

All members of the school community are expected to model our four school values. Our shared school values are:

Courtesy: Using your manners and being polite to everyone.

Respect: Treating all people and their belongings as you would want to be treated.

Co-operation: Sharing, working and playing happily together.

Responsibility: Playing and behaving in a way that makes everyone feel safe.

Werribee Primary School is about students, staff and parents working together to make sure we have all the skills, attitudes and abilities to be able to take part in a full and active adult life and contribute positively to the community.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy in **Appendix 1** for more information.

Werribee Primary School creates student engagement and wellbeing goals related to strategies and actions identified through the school's strategic and annual implementation planning process.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 2**.



Guiding Principles

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

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, facilitating school change and providing students with a sense of ownership of their environment.

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

The school will have processes in place to identify and respond to individual students who require additional assistance and support.

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.

The 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 following programs, staff and policies support student engagement, encourage attendance, promote positive (pro-social) behaviour, as well as address student wellbeing at Werribee Primary School:

PROGRAMS

Classroom based Social Skills programs
 It's Not Okay to be Away
 Lunch club
 Kid's Hope Mentor program
 Autism Support room
 Social skills groups
 Purple Tokens
 Structured play in Library
 Lunch time outdoor organised games
 Seasons
 ESL program
 Literacy and numeracy intervention
 Co-curricular and specialist programs

STAFF

Student Welfare staff
 Coaching staff
 Education Support staff
 First Aide staff
 Specialist staff
 EAL teacher
 Multi-cultural Ethnic Aides

POLICIES

Anti-Bullying
 Attendance
 Behaviour Management Guide
 Prevention of Bullying in Workplace
 Sexual Harassment
 Go For Your Life
 Duty of Care

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 3**.



Identifying Students in Need of Extra Support

The curriculum programs Werribee Primary School will recognise and respond to the diverse needs of the school's students. Our school will utilise the following information and tools to identify students in need of extra support:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, e.g. using data recorded in Student Performance Analyser
- Behaviour observed by classroom teachers
- Engagement with student families
- SSSO referrals and recommendations



Behavioural Expectations and School Actions

Shared behaviour expectations for students, parents/carers and school staff are detailed in **Appendix 4** (Shared Behaviour Expectations), **Appendix 5** (Attendance Policy) & **Appendix 6** (Discipline Policy).

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance as shown in our Student Discipline Policy (see Appendix 6).

Discipline

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.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

[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.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>



Engaging with Families

The 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 Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

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:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- providing opportunities to enhance parenting knowledge and skills

Parents' responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 4**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.



Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data (SPA)
- parent survey data
- data from case management work with students (XUNO)
- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.



Appendices and Related Policies

Appendix 1: Bullying and Harassment Policy

Appendix 2: Statement of Rights and Responsibilities

Appendix 3: Student Engagement Strategies

Appendix 4: Shared Behaviour Expectations

Appendix 5: Attendance Policy

Appendix 6: Student Discipline Policy

This policy is informed by the Student Engagement and Inclusion Guidance on the Department of Education & Training website. This information is available at the following link.

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>



Appendix 1:

Bullying and Harassment Policy

Rationale

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

Aims

To reinforce within the school community that no form of bullying is acceptable.

Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.

To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.

To seek parental and peer-group support and co-operation at all times.

What are bullying, cyber bullying and harassment?

Bullying is when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Types of Bullying

There are three broad categories of bullying:

1. Direct physical bullying – e.g. **hitting, kicking, pinching, pushing or damaging property**
2. Direct verbal bullying – e.g. **name calling, insults, teasing, intimidation, racist remarks or verbal abuse**
3. Indirect bullying – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- *Mutual Conflict* - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- *Social Rejection or Dislike* - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- *Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation* - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.



However, this does not mean that single episodes should be ignored or condoned, as these are unacceptable behaviours.

Cyberbullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Cyber-bullying can involve:

- *Flaming*: online fights using electronic messages with angry or vulgar messages
- *Harassment*: repeatedly sending nasty, mean and insulting messages
- *Denigration*: posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing*: sharing someone's secrets or embarrassing information or images online
- *Exclusion*: intentionally and cruelly excluding someone from an online group
- *Cyber-stalking*: repeated, intense harassment and denigration that includes threats or creates significant fear

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places

Behaving safe online means:

- protecting your own privacy and personal information (we used to call it 'Stranger Danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something that is 'not quite right'. At home this would be a parent or carer, at school a teacher

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome which could reasonably be expected to cause offence, humiliation or intimidation to a person.

Harassment is usually directed at a person because of their gender, race, creed or abilities – *it can be subtle or explicit*

Subtle (the most common) include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another's sexual activity
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling

Explicit (obvious) include:

- grabbing, aggressive hitting, pinching and shoving, etc.
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution



Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

Implementation

A school-wide approach is utilised to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way. Procedures will be followed, as listed in **Appendix A**. All students will sign an ICT agreement form (**Appendix B**) at the beginning of each year.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. These will be achieved through Year level curriculum planning that reinforces the school values (cooperation, courtesy, respect and responsibility), and data provided by Xuno. These programs will be delivered through weekly lessons and circle time.

Staff professional development will occur periodically to keep staff informed of current issues/strategies for dealing with these bullying and harassment.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyber bullying) and Harassment Policy, guidelines and procedures will be followed. This is in accordance with DET's anti-bullying policy.

How will your complaint be dealt with?

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- private conference

If the student does not take control over his/her behaviour, an Incident Report Form should be completed on Xuno (see **Appendix A**).

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

An Incident Report Form should be completed on Xuno (see **Appendix A**).

Here, the Student Welfare Coordinator may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"
- direct identified students to positive passive play sessions to teach, model and reinforce positive play behaviours. For example, participation in lunchtime passive play activities.



- send an ICT misuse note home to parents (see **Appendix C**)

Level 3

An Incident Report Form should be completed on Xuno (see **Appendix A**).

Parents will be contacted by the Assistant Principal or Principal and a meeting organised.

Procedures

Restorative Practice will be used to deal with issues.

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Student Engagement Policy and the Student Engagement and Wellbeing Policy of the school will be widely promoted to students, staff and parents/carers.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken. All information is to be recorded in the student's confidential records on Xuno.

Student programs will be organised to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Early Childhood Development (DET) guidelines.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change.

This policy was ratified by School Council on 16th June 2015

Reference:

www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx



Appendix A: Incident Report Form

WPS RESTORATIVE PLAN

Student(s) name:			
Class:		Date:	
Teacher:		Time:	

Location

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Oval | <input type="checkbox"/> Canteen |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Asphalt | <input type="checkbox"/> Toilets |
| <input type="checkbox"/> Art Room | <input type="checkbox"/> 4/5/6 Playground | <input type="checkbox"/> Passive Areas |
| <input type="checkbox"/> Library | <input type="checkbox"/> F/1 Area | <input type="checkbox"/> Breezeway/walkway |
| <input type="checkbox"/> Spanish Room | <input type="checkbox"/> 2/3 Area | <input type="checkbox"/> Other: _____ |

Problem Behaviour

- | | | |
|---|---|---|
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Inappropriate location | <input type="checkbox"/> Harassment/bullying |
| <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Leaving classroom without permission | <input type="checkbox"/> Disrespect to others |
| <input type="checkbox"/> Damaging, destroying or sealing property | <input type="checkbox"/> Defiance | <input type="checkbox"/> Inappropriate use of ICT |
| | | <input type="checkbox"/> Other: _____ |

Additional Action Required:

- | | | |
|--|--|--|
| <input type="checkbox"/> Unable to conference with student | <input type="checkbox"/> Walk with yard duty teacher | <input type="checkbox"/> Parent contact required |
| <input type="checkbox"/> Time out | <input type="checkbox"/> Loss of privileges | <input type="checkbox"/> Main office (support) |
| | | <input type="checkbox"/> Other: _____ |

	What happened?	
	Who was affected?	
How will you fix it?		



Appendix B: ICT Agreement Form

WERRIBEE PRIMARY SCHOOL ICT APPROPRIATE USE GUIDELINES

When at school I will agree to:

Low Level guidelines

- talk to my teacher or another adult if;
 - I need help Online
 - I feel that the safety of myself or other students at the school is being threatened
 - I come across sites which are not suitable for our school and/or someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private
- not reveal my password to anyone except the system administrator or classroom teachers

High Level guidelines

- use the internet and computers at school for educational purposes only and use the equipment properly
- not attempt to log into the network with a user name or password of another student or interfere with the data of another user
- not interfere with network security
- not deliberately enter or remain in any site that has inappropriate language or content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and to cite all references where necessary, such as research)
- not use social networking sites (such as Skooville), unless for educational purposes, and only as directed by teachers
- use appropriate language when talking to and working with others online and never participate in acts of cyber bullying
- never give out personal details including full names, telephone numbers, addresses and images
- not post inappropriate material either on my laptop or on the internet
- always ask permission to take photos and use these photos responsibly
- treat the computer with respect and ensure it is shut down properly and stored safely when finished

Consequences for breaking agreement

Low level

- Student will be warned and a discussion will take place with the teacher regarding the unacceptable behaviour
- Complete inappropriate computer use task and discuss with Principal class person

High level

- Parental contact will be made
- Student internet privileges will cease for a negotiated period of time
- Complete inappropriate computer use task and discuss with Principal class person

Signed: _____ Date: _____

Student _____

name: _____



Appendix C: Mobile / Technology Misuse Note home

Mobile technology misuse

Dear Parent/Guardian,

Across all year levels of the school, we place a major focus on providing a safe and secure ICT teaching and learning environment. All students are reminded on a consistent basis about appropriate laptop use.

This letter is to inform you that your child has breached our ICT appropriate use guidelines. Throughout our school students are aware that if they breach the guidelines that consequences will have to follow.

Your child has breached the school's ICT appropriate use guidelines by **not** doing the following (highlighted):

When at School I agree to:

Low Level Guidelines

- talk to my teacher or another adult If:
 - I need help online
 - I feel that the safety of myself or other students at the school is being threatened
 - I come across sites which are not suitable for our school and/or someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
- not reveal my password to anyone except the system administrator or classroom teachers

High Level Guidelines

- use the internet and computers at school for educational purposes only and use the equipment properly
- not attempt to log into the network with a user name or password of another student or interfere with the data of another user
- not interfere with network security
- not deliberately enter or remain in any site that has inappropriate language or content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and to cite all references where necessary, such as research)
- not use social networking sites (such as Skooville), unless for educational purposes, and only as directed by teachers
- use appropriate language when talking to and working with others online and never participate in acts of cyber bullying
- never give out personal details including full names, telephone numbers, addresses and images
- not post inappropriate material either on my laptop or on the internet
- always ask permission to take photos and use these photos responsibly
- treat the computer with respect and ensure it is shut down properly and stored safely when finished

Consequences For Breaking Agreement

Low level

- Student will be warned and a discussion will take place with the teacher regarding the unacceptable behaviour
- Complete inappropriate computer use task and discuss with Principal class person

High level

- Parental contact will be made
- Student internet privileges will cease for a negotiated period of time
- Complete inappropriate computer use task and discuss with Principal class person

If you can speak to your child about the Breach of guidelines it would be greatly appreciated.

Thank you for your support and cooperation. If you have questions or would like more information, please feel free to contact the school and speak to your child's class teacher directly.



Appendix 2:

Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.



Appendix 3: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • 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 • School Wide Positive Behaviour Systems and structures are implemented to support student engagement and learning • Our school has a partnership with Real Schools to help us achieve our potential in three key areas; committed teachers, caring students and connected communities • Our school-wide behaviour matrix will develop expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • 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 (Werribee Kids Awards) and via communications to parents • Students will have the opportunity to contribute to and provide feedback on decisions about school operations through various student representative groups, including Junior School Council, Biodiversity Environmental Student Team (B.E.S.T) and eSmart (ICT). Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. • Teachers reward and recognise students who display our school values in a variety of ways. Each teacher designs and implements a positive reward system in their classroom, which is appropriate for the context of the class they teach 	<ul style="list-style-type: none"> • All F-2 Koorie and Torres Strait Islander students receive tutoring through the Wannik program • All students in Out of Home Care will be referred to Student Support Services for any Educational Needs Assessment and will receive an Individual Learning Plan • School nurse will undertake health promotion in response to needs identified by classroom teachers • Welfare staff in partnership with classroom teachers will undertake social skill development such as Structured Play, in response to needs identified by School Management System records during the school year • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care • Check-in / Check-out systems are used to monitor student behaviour and wellbeing • Individual Learning Plans are written to support students on the Program for Students with Disabilities and Student Support Group meetings are held each semester 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: • Meet with student and their parent/carer to talk about how best to help the student engage with school (e.g. beginning of year parent / teacher interviews) • Establish a Student Support Group • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Learning Plan • Consider if any environmental changes need to be made, for example changing the classroom set up • Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services • Refer to external support services including ChildFirst, Local Government Youth Services, Western Autistic School; Western English Language School; Foundation House; Royal Children’s Hospital Mental Health Services; Travancore School, Kids Hope and local paediatricians



Appendix 4: Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	COOPERATION <ul style="list-style-type: none"> • Joining in with activities • Following instructions • Sharing and taking turns • Working with others productively • Following the school and classroom rules 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
	RESPECT <ul style="list-style-type: none"> • Treating others as you like being treated • Valuing other people's differences such as race and religion • Wearing the school uniform correctly • Treating other people's property carefully • Speaking to others in the correct way • Learning from others 		
	RESPONSIBILITY <ul style="list-style-type: none"> • Taking on tasks and jobs and finishing them • Taking care of yourself and your property • Being good role models for other students • Completing our work • Concentrating on what we are doing • Continually trying to improve ourselves 		
	COURTESY <ul style="list-style-type: none"> • Caring for others • Using manners • Taking turns and waiting 		



Appendix 5

Attendance Policy

Background

Parents/guardians must enrol a child of compulsory school-age at a school and ensure the child attends school at all times when the school is open for instruction or seek enrolment for other approved tuition.

Students are expected to attend the school in which they are enrolled during normal school hours every day of each term. A Principal or Regional Director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance to be exempt or reduced to less than full time.

For absences where there is no exemption in place, the parent/guardian must provide an explanation on each occasion and the school will determine if the explanation provided is a reasonable excuse for the purpose of the parent meeting their responsibilities under the *Education and Training Reform Act 2006*.

Schools must maintain attendance records and develop policies to support and maintain attendance.

Exemptions from school attendance may be granted in some circumstances. All applications for exemptions are considered on a case by case basis, with the child's best interests as the guiding principle for decision-making. In making a decision the potential benefits or negative consequences of granting the exemption to the child's educational progress, wellbeing and development are also considered.

Purpose

- To ensure students of school age are enrolled and attend every day the school is open for instruction.
- To ensure Werribee Primary School complies with DET policy and guidelines and the legislative requirements of the *Education and Training Reform Act 2006*.
- To discharge the school's duty of care for all students.
- To assist in the calculation of the school's Student Resource Package (SRP) funding.
- To enable the school to report on attendance annually through the Annual Report to the School Community.

Implementation

- Students are expected to attend school every day during normal school hours unless there is an approved exemption.
- The school will record attendance and absences at least half daily. This may be by an electronic roll marking system.
- The school will use only CASES21 or eCASES21 to record student attendance.
- Parents/guardians are to ensure that their child's enrolment details are correct and up-to-date including emergency contact information.
- Parents/guardians are required to provide an explanation for their child's absence from school.
- Parents/guardians are expected to advise the school as soon as possible when their child is absent.
- The school will record in writing the reason (if any) given by the parent/guardian.
- The school will use "It's Not Okay to be Away" or similar strategies to encourage regular and timely attendance.
- The school will identify trends via data analysis.
- The school will develop a strategy for following up immediately when unexplained absences exceed a set number of days.
- Poor or irregular attendance will be a matter for the Student Welfare Officer or similar senior person in the school.
- The school will support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.
- The student's absences will be recorded on the Student Report Card.
- Please refer also to the school's *Student Engagement Policy, Reporting to Parents Policy, Annual Report to the School Community Policy* and the *Duty of Care Policy*.
- Please refer also to DET's webpage below regarding exemption from attendance.



Evaluation

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early September 2014).

This policy was ratified by School Council on 16th June 2015

Reference:

www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx



Appendix 6:

Student Discipline Policy

Background

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Schools develop student engagement policies to document how they:

- create and maintain a positive and engaging school culture
- create and maintain environments that are safe and supportive
- value diversity and promote pro-social behaviour
- promote school attendance
- adopt a staged approach to promote positive behaviours
- apply disciplinary measures

A school-level policy needs to be compliant with DET's policy requirements.

Purpose

To ensure Werribee Primary School complies with DET policy and guidelines in regard to student engagement.

To provide support for a student with behaviour or attendance related issues.

Definitions

Corporal punishment is a form of physical *punishment* that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable.

Implementation

The school will:

- develop a Student Engagement Policy that contains all the elements required by DET
- use the Behaviour Matrix, developed in consultation with students and staff to reinforce rights and responsibilities and to promote student safety (Appendix A)
- use the Behaviour Matrix to determine the standards of behaviour required in the yard and in the classroom
- use the Classroom Management Flowchart which outlines a process for restorative practice (**Appendix B**)
- deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child
- employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
- recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

The students will:

- model the four school values; respect, responsibility, co-operation and courtesy
- comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes

The parents will:

- have high expectations of their child's behaviour and an understanding of the schools behavioural expectations
- communicate with the school regarding their child's circumstances



- cooperate with the school by assisting in the development and enforcement of strategies to address individual needs

The staff will:

- look to address behaviour by starting with Affective Statements before they escalate
- be supported by Leadership to embed Restorative Language in Practice
- occasionally send students from the room with a view later repairing the harm
- expose students to Affective Interactions facilitated by available School Leaders
- support School Leaders to look for ways to release Teachers to repair Student-Teacher relationship issues as a first response
- look for ways to include Parents in both the positive and negative behaviour patterns of their children
- use Restorative Conferences to return our Students from any internal or external suspension that might be required
- solve all problems restoratively, through the lens of high expectation & high support

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. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

When standards of behaviour are breached, Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

When determining consequences, corporal punishment is expressly forbidden. If considering detention as a consequence the school must ensure DET's guidelines are strictly observed. Please see the web references below. The school may use suspension, but only when all other measures have failed and only for the shortest possible time. Expulsion is a measure of last resort and DET guidelines must be followed to ensure ongoing schooling is provided. The right of appeal by parents is acknowledged. If a student has challenging behaviour or attendance issues, a Student Support Group will be formed. The role of the SSG will be to better understand and provide for the student's needs including an Individual Learning Plan which may state behavioural goals. Please refer also to the school's Student Engagement Policy, the Wellbeing & Learning Policy and the Bullying Policy.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change.

This policy was ratified by School Council on 16th June 2015

Reference:

www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx
www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx
www.education.vic.gov.au/school/principals/spag/participation/Pages/supportgroups.aspx
www.education.vic.gov.au/school/principals/spag/participation/Pages/detention.aspx
www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx
<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>



Appendix A: Werribee Primary School Expected Behaviour Matrix

	Respect <i>Looking after people and property</i>	Responsibility <i>Behaving sensibly, making good choices</i>	Cooperation <i>Playing well with others</i>	Courtesy <i>Being polite, showing manners</i>
Oval and Sandpit	<ul style="list-style-type: none"> * share and take turns * treat others how you would want to be treated * show good sportsmanship * take care of equipment and peoples belongings * keep sand in the sandpit 	<ul style="list-style-type: none"> * use equipment safely * keep your hands to yourself * be aware of the safety of others * accept consequences of your own actions * listen to adults when they speak to you 	<ul style="list-style-type: none"> * include others * play with fair rules * share and take turns 	<ul style="list-style-type: none"> * play your game in your own space * *return balls to owners if they cross your path * be aware of who is playing near you * see a teacher if you need help
Play Equip.	<ul style="list-style-type: none"> * use equipment safely and appropriately * return equipment in good condition 	<ul style="list-style-type: none"> * be aware of people around you *play in your own year level area 	<ul style="list-style-type: none"> * include others * play with fair rules * share and take turns 	<ul style="list-style-type: none"> * take turns * *speak nicely to others * apologise if you accidentally bump someone
Canteen	<ul style="list-style-type: none"> * wait for your turn * be polite and friendly to canteen helpers * give others personal space 	<ul style="list-style-type: none"> * put rubbish in the bin * buy and eat your own food * eat your food in the right places 	<ul style="list-style-type: none"> * line up sensibly in a single line * listen to the canteen monitors 	<ul style="list-style-type: none"> * use manners (please, thank you) * wait your turn
Toilet	<ul style="list-style-type: none"> * think about the privacy of others * keep toilets clean by using them properly 	<ul style="list-style-type: none"> * use toilets appropriately * walk with a partner to the toilet * practice good hygiene * use the toilets before school and during breaks * report any problems to the office 	<ul style="list-style-type: none"> * wait for your partner 	<ul style="list-style-type: none"> * flush the toilet * use a quiet voice
Passive Areas - Outside Gym - Outside Library - Under the Rotunda	<ul style="list-style-type: none"> * play quiet games e.g. chess, reading * look after the schools property * allow others to enjoy the quiet space 	<ul style="list-style-type: none"> * sit down to eat your food * put all rubbish in the bin 	<ul style="list-style-type: none"> * include others * share the space 	<ul style="list-style-type: none"> * walk around other peoples games
Moving around the school	<ul style="list-style-type: none"> * walk around the gardens * be aware of people around you 	<ul style="list-style-type: none"> * walk your scooter/bike/skateboard in the school grounds * walk in the undercover areas * walk around corners 	<ul style="list-style-type: none"> * always walk with a partner * wait for your partner * walk quietly in two straight lines with your class 	<ul style="list-style-type: none"> * knock on door and wait to be invited inside * smile and say hello to people you pass * walk in a sensible and safe manner
Assembly	<ul style="list-style-type: none"> * listen to all speakers * sit down quickly and quietly in your class line * stand still for the school oath and National Anthem * keep your hands to yourself 	<ul style="list-style-type: none"> * be a good role model to other students * *be proud when you sing our anthem and say our oath 	<ul style="list-style-type: none"> * be a good audience 	<ul style="list-style-type: none"> * let the junior students go first * clap to celebrate the efforts of other students
Wider Community	<ul style="list-style-type: none"> * look after your own belongings * leave things in the same way as you found them * stay on the left on public paths 	<ul style="list-style-type: none"> * be in neat and tidy school uniform * listen to adults at all times * stay close to an adult * stay seated on the bus and wear your seatbelt 	<ul style="list-style-type: none"> * look out for other students * stay together * listen to the bus driver 	<ul style="list-style-type: none"> * show your manners to everyone by saying 'thankyou' and 'please' * speak politely to others



Appendix B: Classroom Management Flowchart

