

STUDENT ENGAGEMENT AND WELLBEING POLICY

Hamilton North Primary School Statement

Hamilton North Primary School at all times will fully comply with Departmental management and the associated Guidelines published and amended by the Department from time to time.

School profile

Hamilton North Primary School was established in 1872 and is situated in a semi-rural setting on the western outskirts of Hamilton. The grounds are extensive and provide for areas of active and passive play. The school enrolment currently stands at 221 students. The school population is drawn from the immediate locality, the surrounding rural districts and from all areas of Hamilton. The school has 7 Aboriginal and TSI students enrolled. Our school is a strong advocate of Restorative Practices.

School values, philosophy and vision

- Our values: **At Hamilton North Primary School our core True North values are Respect, Empathy, Cooperation, Integrity and Responsibility.** We believe that these values will help our students be successful learners and people for school and beyond
- Our school is committed to providing a safe, supportive and productive learning environment for all students.
- Students can reach their full educational potential only when they are happy, healthy and safe, and when they are supported in being successful learners.
- Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.
- Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.
- Our philosophy: Refer to Hamilton North Primary School's Philosophy Statement
- At Hamilton North Primary School, our goal is to support and understand every child for who they are and to help them achieve success.
- Our vision: ***All students are confident and responsible learners who feel supported by teachers to be able to meet the challenges at school and in our community.***

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1.**

Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach underpinned by the principles and philosophy of **Restorative Practices and True North Values.**
- 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. (Respectful Relationships Program)

- 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, engaged and motivated learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will provide 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 follows a Restorative Practice approach 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 support to flourish at school. As a whole school we put in place strategies to identify these students and provide them with the support.

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 School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's True North Values, expected social competencies and positive peer relationships.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- School Entry Health Questionnaire
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed and recorded by classroom teachers (Clear Track)
- Referral for assessment from Network Student Support Services (psychology, speech therapy, social worker)
- Engagement with student families through personal interviews, Student Support Group Meetings (SSG's) and student/teacher/parent interviews.

Identifying and meeting the needs of high achieving students

- Use of summative assessment data to measure academic performance
- Use of formative assessment data to measure performance in the classroom
- Data analysis completed by teachers at end of semester.
- Individual Learning Plans in place for students achieving 12 months or more above expected level in Literacy and/or Mathematics
- Differentiated learning within each class including extension work where applicable.
- Pre and post teaching testing in Mathematics and Reading
- Focus groups in Literacy and Mathematics (Years 3-6) including extension groups
- Sounds Write differentiation (Years 1 / 2)
- Options for a student to work with older grades for particular lessons may be considered where appropriate.
- Options for a student to be moved to the next year level may be considered where appropriate. This is a decision to be agreed to by school and home.
- Opportunities for students 6 months or more ahead in Literacy and/or Numeracy to enter ICAS tests for able students.
- DET Student Excellence Program

Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

School actions

Responding to challenging behaviour

Where a student acts in breach of the expected behaviour and values standards of our school community, we will institute a staged response, as outlined in the DET Student Engagement and Inclusion Guidance (see **Appendix 4**).

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.

Disciplinary measures that may be applied include:

- Restorative approach (repairing damage caused to relationships and property)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Arrangements to complete school work under supervision for part of recess/lunch play.
- Agreements between student and school drawn up.
- Behaviour Management Support Plans put in place.
- Suspension (in-school and out of school)
- Expulsion

Discipline/Consequences 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. 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 at the listed website. A hard copy is included at the back of the Student Engagement Policy for reference.

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

Engaging with families

The School values parent/carer input into our operations and curriculum offerings. We seek feedback through the Parent Opinion survey, and from parent representatives on School Council. The school has a small and dedicated Parents' Club. The School Council provides encouragement to the Parents' Club 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 and Wellbeing Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families in curriculum-related activities
- involving families as participants in school decision-making through surveys
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- providing parent information sessions around reading, numeracy and preparing for transitions Kindergarten to Prep and Year 6 to Secondary School.

Parents' responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3.

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 and direction of school-based strategies and approaches.

Data sources include:

- the Attitudes to School Survey data
- behaviour audits
- data collection on Clear Track
- playground & notification slips
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed as part of the three year cycle or more often if necessary due to changes in regulations or circumstances.

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the DET Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Office Use Only			
Previous Review Date	August 2018		
Current Review Date	October 2020	Ratified by School Council	October 2020
Scheduled Review Date	October 2023		

Appendix 1

HAMILTON NORTH PRIMARY SCHOOL - STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe, supportive and productive 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.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching, learning and wellbeing 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 reflect the True North Values.

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 supportive 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 implement the Student Engagement and Wellbeing Policy in a manner which is fair, reasonable and consistent.

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

Appendix 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad range of learning opportunities within the context of the Victorian Curriculum. • Our teachers will adopt an explicit teaching model and assessment approaches to effectively respond to the learning needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be explicitly 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 and via communications to parents. • All students will have the opportunity to develop social and emotional competences through Restorative-Approaches and teaching of Respectful Relationships. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations and their own learning both through the Student Representative Council and other more informal mechanisms. (See Student Voice, Agency and Leadership Policy) 	<ul style="list-style-type: none"> • All students deemed to have specific learning needs will be supported appropriately. • All Koorie students will have individual learning plans. • All students in Out of Home Care will have individual learning plans. The designated Lookout Centre Teacher will be allocated to attend all Out of Home Care meetings with relevant agencies. • Students 12 months behind in learning to have an Individual Learning Plan. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to - develop a plan about how best to help the student engage with school ○ 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 Plans for students when needed. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Wellbeing Leader or Student Support Services and apply advice /strategies ○ Refer to external support services including ChildFirst and CAMHS,

Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work to develop and maintain relationships • True North Values to be shown in their work and interactions 	<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. 	<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 ownership of their learning and experience success

	Students	Parents/Carers	Principals/Teachers & Staff
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> attend and be punctual for all timetabled classes every day that the school is open to students be prepared to participate fully in lessons Students arriving after 9am to school must sign in or be signed in at the office by the parent/carer. 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> ensure that their child's enrolment details are correct ensure their child attends regularly Inform the school of absence by 9am on the first morning of absence account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET Guidelines</p> <ul style="list-style-type: none"> proactively promote regular attendance mark rolls accurately am and pm daily. follow up on any unexplained absences promptly and consistently on the morning of the first absence Identify trends via data analysis Report attendance data in the school's Annual Report Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

	Students	Parents/Carers	Principals/Teachers & Staff
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the True North Values Respect, Empathy, Cooperation, Integrity and Responsibility. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • 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 implementation of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will 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</p> <p>The school will only exclude students in extreme circumstances.</p> <p>The school recognises 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</p>

**Appendix 4:
Staged response checklist for student behaviour issues**

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	<p>Follow Direct Teaching Model for explicit teaching of Numeracy and Literacy across the whole school.</p> <p>Deal with student issues and behaviours firmly and fairly using the Restorative Practice approaches.</p> <p>Explicitly teach True North Values</p> <p>Utilise Minor, Moderate and Serious behaviours document to guide responses and protocols.</p>
<ul style="list-style-type: none"> • Establish whole school positive behaviour programs. • Implement DET Respectful Relationships Program 	<p>All teachers to foster a safe and respectful classroom environment.</p> <p>Conduct “Circle Time” with the class to deal with issues that are of concern to their students and explicitly teach social and emotional competences.</p> <p>Ensure the principles of Restorative Practice are used within classrooms and in the playgrounds.</p> <p>Conference issues to a resolution.</p> <p>Develop classroom agreements.</p>
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	<p>Staff respond to student absences, contacting parents to discuss and encourage student attendance.</p> <p>Ensure Restorative Practice processes are used when managing student behaviours.</p> <p>Seek help and support from leadership team members when dealing with difficult student behaviours.</p>

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Deal consistently, firmly and fairly with student challenging behaviours. Choose responses which does not escalate the behaviour. Seek help and support from Principal and senior staff when dealing with student challenging behaviours.
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	Use school proformas to develop for Individual Behaviour Agreement that addresses the inappropriate behaviour and teaches the replacement behaviour. Seek and include parent and student input to developing a plan or agreement to support implement positive strategies to managing students with challenging behaviours.
Consider if any environmental changes need to be made.	Seek input and support from Principal and senior staff to make environmental changes. Liaise with SSS.
Teach replacement behaviors.	Seek help from Leadership Team members, Principal and senior staff to teach replacement behaviours. Implement consequences for inappropriate behavior.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Seek referrals when deemed necessary. Work with Principal to enter student referrals on SOCS. Liaise with community agencies.
Establish a student support group	Seek input from Student Support Services, parents/guardians and senior staff if needed.
Implement appropriate disciplinary measures that are proportionate to challenging behaviours	Act mindfully and fairly to monitor and deal with challenging behaviours. Seek input and support from the Principal. Take notes to record student behaviours and frequency of challenging behaviours.
Staff and education support staff	Log serious issues on Edusafe.

Appendix 5: Process for responding to breaches of Behaviour Expectations and True North Values

Rules	Classroom Teacher Responsibility	Principal/ Leading Teacher
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must follow all reasonable requests of staff. • Students must always treat people with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Name the behavior you want the student to stop/start.</i> 3. <i>Reassert “I understand and we can discuss this later. Right now please...thanks”</i> 4. <i>Give choice “You can... or ...” eg:” Do your work now or do it at lunch”.</i> <ol style="list-style-type: none"> a. <i>Move student to another seat with work.</i> b. <i>Seat student in an area within the classroom or the “thinking spot” to reflect on their choices.</i> c. <i>Exit the child to a buddy room to complete reflection sheet.</i> d. <i>Remove to Principal’s Office for time out</i> e. <i>Organise conference/restorative chat to include senior staff member.</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> a. <i>Incident Report to Principal</i> b. <i>Contact with parent after consultation with Principal – Letter to be sent home to parents.</i> 	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to actioning</i> • <i>Student to ring and inform parent of misbehaviour in presence of Principal</i> • <i>Attendance sheet</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour Plans</i> • <i>Student Behaviour agreement</i> • <i>Parent contact</i> • <i>Student support conference</i> • <i>In house suspension</i> • <i>If suspension considered, work through processes and complete mandated paperwork as outlined byDET. See Appendix</i>

<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to school (parent/guardian must sign in to the general office) Time entered on class attendance roll. • Students who leave school early must be signed out at general office by parent/ guardian. • When students are absent from school, parents/guardians must ensure reasons for the absence have been communicated with the school by phone or in person by 9.00am on the first morning of absence. • Students must not leave the school grounds without permission. 	<p>Student Administration Officer to:</p> <p><i>Adjust entry on CASES21 to Late</i></p> <p>Teacher to:</p> <p><i>Enter late time on attendance roll. If frequently late or poor attendance noted - inform school/admin and Principal.</i></p> <p><i>Absences which are unexplained are to be followed through after 10am on the first day of absence.</i></p>	<p><i>Speak to student and parent about lateness issues.</i></p> <p><i>Follow through with student and/or parent/guardian/carer</i></p> <p><i>Absences which are unexplained are to be followed through after 10am on the first day of absence.</i></p> <p><i>After three day absence without parent contact: Organise for attendance conference as per the school's attendance strategy.</i></p> <p><i>Inform the Principal</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. 	<p><i>Quietly ask student about uniform</i></p> <p><i>Offer to help replace unsuitable uniform choices/clothing that is not part of the dress code with proper uniform item</i></p> <p><i>Report extremes in appearance to Principal.</i></p>	

<p>Bullying</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p><i>Report to Principal and arrange appropriate conference or action.</i></p>	<p><i>Contact parents and involve Principal or Leadership Team member.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources such as Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</i></p> <p><i>Refer to our school’s Bullying Prevention Policy. Consequences may include apology, Behaviour Agreement, student task related to anti bullying/cyber bullying, , referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>
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<p>Property and Security</p> <ul style="list-style-type: none"> • Students are to respect all school property • Students must not enter staffroom and offices unless supervised • Students must bin all litter • Students must return borrowed school material on time and well looked after • Students are advised not to bring valuable toys and electronic items to school. School will not be responsible for loss of valuables. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<p><i>Challenge behaviours around rights and responsibilities and impose logical or related consequence e.g. clean up duties in common or school grounds.</i></p> <p><i>For repeated offences, refer to Principal and School Wellbeing Leader.</i></p> <p><i>Confiscate iPad, mobile phone or valuables and take to General Office.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal.</i></p>	<p><i>Challenge appropriate behaviours around rights and responsibilities and impose consequence.</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>
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