

# **Seaford North Primary School**

## **Student Engagement Policy 2019**



## The Student Engagement Policy

This policy has been written following DE&T guidelines and with discussion and input from students, staff and parents. These guidelines have been developed to promote positive school cultures and increase student wellbeing and learning outcomes. There is a strong focus on the development of pro social behaviours, which means the guidelines emphasise prevention and early intervention rather than punishment as a way to respond to inappropriate behaviours.

The policy articulates the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment and should be read in conjunction with the Acceptable Use Agreement.

### 1. Seaford North Primary School Profile Statement

Seaford North Primary School is uniquely situated on 7 hectares of land bordered by an extensive heritage listed wetlands, and is located within easy walking distance to Seaford Beach, on Port Phillip Bay. The school has a small farm, vegetable patch and its own school bus.

Seaford North primary school was successfully authorized as an International Baccalaureate (IB) World School – Primary Years Program (PYP), 2019

#### School Mission Statement

Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that include essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.

We have approximately 21.3% of students receiving assistance through Camps, Sports & Excursions fund (CSEF). Currently our Student Family Occupation (SFO) index is .4317 a decrease in the last 3 years from .5055, indicating that approximately 10.98% of our currently parent population hold a Bachelor degree or above. This has increased in the last 3 years from 5.56% of parents holding the same category of occupation.

Currently the school student enrolment is 441, including 8 Koori and Torres Strait Islander students and 3 funded students on the PSD program. The school population is steadily growing with the only transfers being students moving in and out of the area. The school is currently zoned and capped at 500 students maximum.

There are 20 classes and five specialist teachers providing specialist lessons in four subject areas; Physical Education, Visual Arts, Performing Arts, Chinese/Mandarin and Science. User pay keyboard and guitar lessons are also being offered using Primary Music Institute as an independent service provider allowing to access this directly. The teaching staff is a mixture of experienced and graduate

teachers 13 part time teachers. There are also two principal class members, 3 part time Integration Aides and 4 part time Administration Staff.

The agreed purpose of the school is to develop socially well adjusted, resilient children who perform to the best of their ability in a purposeful, engaging learning environment with an expectation of excellence in learning and behaviour.

### **IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## 2. Seaford North Primary School Whole School Prevention Statement

The school has a strong commitment to developing independent learners who accept responsibility for their own learning and actions. The school promotes the development of organisation, initiative, persistence, resilience and confidence in the students and strives to develop student behaviour that will reflect a greater understanding and acceptance of responsible social behaviours founded on the basic expectations:

- show respect for your own and other people's rights, feelings, work, property
- everyone has the right to be safe
- children have the right to learn
- take pride in yourself and your school

Within the positive school environment each student is valued and cared for and has opportunities to contribute to the school and engage in their learning. The school recognises and responds to the diverse needs of the students, accommodating different learning styles, capabilities and rates of learning and intervening to identify and respond to individual student needs.

Seaford North Primary School acknowledges that a safe and supportive school environment is essential to student well being and engagement. Student development and achievement are monitored through level and leadership teams and the school actively engages in developing classroom practice to ensure that students are provided with an engaging curriculum that reflects the diverse student learning needs.

The school continues to build opportunities for our students to take on meaningful responsibilities within the school. The student voice is encouraged through participation in the Student Representative Council which is made up of students in grades 3-6. Each year the students in the senior classes elect their house captains and school captains are chosen through an application and interview process. Students have opportunities to take on additional responsibilities as monitors of the Animal Palace and sporting umpires as part of a student leadership program.

The school is committed to building relationships with the school community through the Parents' Club, School Council and transition programs. Links to the local community include sporting groups, the local secondary school, local kindergarten and RSL.

### Prevention Programs

**Attendance** – The school appreciates that full attendance is pivotal to student engagement and that it maximises student's ability to learn and our teachers to teach effectively. The school utilizes Compass. Attendances and absences are recorded each half day by the class teacher and attendance records are maintained on CASES21 on a regular basis. Any unexplained morning absence will result in an automatic text message being issued to the parent/s requesting an explanation.

At the end of each month attendance records are checked and an explanation is sought for unexplained absences. If absences remain unresolved the Principal convenes a meeting with the parents / guardians. The purpose of this meeting is to ensure that parents are aware of the absences, examine the reasons for non attendance and to identify whether further assistance will be needed to re-establish attendance. An Attendance Improvement Plan or Return to School Plan is established. (Appendix 1) Regional office is notified of extended absences.

**Punctuality** - In order to maximise learning, receive instructions and to avoid disrupting the teaching and learning program; students are expected to be in attendance and ready to commence programs at 9:00 a.m. All students who are not in line will be sent to the office for a late pass that is to be presented to the teacher. This needs to be signed by a parent/guardian at the time of arrival or it will be sent home to be signed.

**Inclusion, Wellbeing and Transitions** – an active Well Being team, lead by the Assistant Principal and supported by regional support staff monitor students at risk. Mentoring programs are established for students socially at risk, including students identified on the school's bully questionnaire. The school has a close relationship with outside agencies such as Department of Health & Human Services and Childhood and Adolescent Mental Health Services.

Seaford North Primary School has a well established transition program from preschool, through school and to secondary college. Students are provided with many opportunities to visit the school and different classrooms throughout their time at the school. The school has Preps in Residency program and a number of orientation days. Prep parents have the opportunity to meet with teachers to discuss their child prior to the commencement of school.

Current students in term four experience classes of the next year level over a period of four weeks and the Year 6 students attend a number of transition sessions including the formal orientation day. The school works closely with the local pre-school and neighbouring secondary college to support the successful and smooth transition of students.

The school provides, where staffing permits, activities designed to include students and to cater for individual needs and interests at lunchtime. These may include computer clubs, book club, choir, dance groups and /or quiet indoor activities. Seaford North embraces in its philosophy and incorporates into the curriculum the development of social skills through the following programs and strategies:

Circle Time- students will engage in frequent circle time activities that are based on respect and student rights. They provide an opportunity for students to express their feelings, the impact of behaviour on others and to celebrate events. It is a non naming and non blaming opportunity for students to have a voice and develop their own sense of empathy.

Individual Education Plans –the classroom program is modified to meet the needs of students at risk, below 12 months of expected level and those performing 12 months above expected level.

#### Mentors

Teacher mentors are appointed to support students identified as at risk including those with challenging behaviours.

#### Well Being Team

We have a well established and committed well being team who monitor student progress; academic, social and well being. They liaise with support and outside agencies to support students and to form partnerships with parents.

#### Restorative Justice Practices

These practices are well embedded in the school to encourage engagement and build pride, respect and responsibility in each student. The program is based on students accepting responsibility for their own behaviour, to acknowledge those who have been affected by their behaviour and to work towards repairing the harm and restoring relationships.

Kimochis – (Grade Prep to 2 students) The program is designed to help young children to identify and express feelings, work through conflicts and build the foundations for social and emotional intelligence

The Resilience Project – Foundation – Grade 6 students participate in this program seeking to develop Gratitude, Empathy & Mindfulness (G.E.M)

Our school culture is also based on student engagement being the basis for learning. To support this all staff are actively engaged in developing and improving classroom practices to ensure that programs, practices and curriculum engage all students by recognising and responding to their diverse learning needs. Our teachers continue to work towards improved student outcomes and are aware that improving the quality of their teaching is the most effective way to improve student learning. Effective teaching, inclusive and engaging curriculum and positive relationships between staff, parents and students is promoted and encouraged within the school.

**English and Mathematics** – Seaford North Primary implements well structured English and Maths programs at each grade level within the school. The English and Maths Programs are based on individuals developing appropriate skills and understandings and applying them in daily situations.

The English Curriculum aims to develop in students:

- the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- a knowledge of the ways in which the English language varies according to context, purpose, audience and content
- a capacity to apply this knowledge of the linguistic patterns used to construct different texts
- the capacity to write, discuss and analyse a variety of texts types such as narrative, recounts, reports etc.
- an appreciation of the ways textual interpretation and understanding may vary according to cultural, social and personal experiences.

**The Mathematics Program aims to:**

- provide positive and enjoyable mathematical experiences
- promote a partnership between home and school
- increase the profile of maths within the community
- provide a comprehensive P-6 Maths Program covering the five dimensions – Number, Space, Measurement, Chance & Data, Structure and Working Mathematically (3-6)
- develop students' skills as problem solvers
- enable students to communicate mathematically
- provide opportunities for students to develop confidence in maths
- cater for individual abilities through remedial and extension activities/groupings.

## **Code of Conduct**

Seaford North Primary School has in place a very specific Code of Conduct Policy which details the procedures implemented amongst our students. It is believed that students and staff have the right to work in a secure and orderly environment and parents have the right to expect that their children will be educated in an environment in which our School's Mission Statement and Commitment to child Safe Standards are honoured.

The aim of the Seaford North Code of Conduct is to:

Be a place of education where each child has the right to learn and grow in a safe and supportive environment among people who are caring and cooperative. We believe that students will achieve their personal best in a school where community members work together to ensure that high standards are sought and expected and where the rights of others are respected.

The school focuses on the encouragement of the students to be accountable for their own behaviour and with a positive approach it holds a healthy self esteem as a key priority. Personal responsibility, self discipline and resilience are fostered. Seaford North has developed a well being program which focuses on preventative and early intervention strategies.

The Code of Conduct has been formulated within and is consistent with DEECD guidelines and regulations. This code acknowledges the Racial and religious tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race and/or religion and the Acceptable Use Agreement which outlines acceptable use of the internet, laptops, iPads and other digital technologies in the school community.

The Code of conduct is based upon the following principles:

- Students have the right to work in a secure environment where they can fully develop their talents, interests and ambitions without intimidation, harassment or bullying
- All individuals are to be treated with respect, courtesy and to be valued regardless of race, gender, culture, physical or intellectual disability
- Teachers have the right to expect that they will be able to teach in an orderly and cooperative environment
- Parents have the right to expect that their children will be educated in a secure environment
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- Principal Class Officers and staff have an obligation to fairly; reasonably and consistently implement the code of conduct.

The following responsibilities support these rights:

- Treat others with courtesy, kindness and respect
- Listen to others with mutual respect
- Maintain a safe and secure school environment
- Model and support school rules
- Manage and be accountable for own actions
- Value others for their individual differences
- Work to achieve personal best whilst allowing others to do the same.

**Professional Learning** - Teacher Professional Development continues to receive priority at Seaford North Primary School to ensure that teaching strategies and approaches implemented are done so with integrity. Teachers support each other in professional learning in team meetings, professional conversation forums, professional development teams and school based professional development.

#### **How we support positive behaviour and relationships**

The school encourages the active participation of parents in the learning and behaviour of their children. The school seeks to foster a cooperative approach of parents through Getting to Know You Interviews, Parent/Teacher Interviews, phone calls, cards, student recognition letters, meetings and the use of diaries by students in grades 3 to 6.

In encouraging and developing a cooperative approach the staff and community accept that events and/or actions will occur that compromise this ideal. When unacceptable behaviours or situations arise, a restorative approach is implemented to restore damaged relationships. Where/when appropriate the school will inform and/or involve parents in this process through a Student Support Group. The following restorative approach will be implemented:

## Engaging with families

Seaford North Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

To the person who has done the harm	To the person who has been harmed
<ul style="list-style-type: none"> <li>• Can you tell me what happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you did?</li> <li>• How have they been affected?</li> <li>• Has anyone else been affected? How?</li> <li>• Is what happened fair? <b><i>Could be asked several times during this part of the conversation.</i></b></li> <li>• What do you think you need to do to make things right? or</li> <li>• What would you like to see happen to repair the harm?</li> <li>• Is that fair?</li> <li>• Is that realistic and achievable?</li> </ul>	<ul style="list-style-type: none"> <li>• What was your reaction at the time of the incident?</li> <li>• How did you feel about what happened?</li> <li>• What did you think at the time?</li> <li>• What have you thought about since then?</li> <li>• How have you been affected?</li> <li>• What has been the hardest thing for you?</li> <li>• What would you like to see happen?</li> </ul>

## Restorative Practices

The Restorative Practices approach to issues will be implemented informally in minor indiscretions while serious incidents will require a more formal approach to be implemented. The restorative practices approach to issues is encouraged in the teaching and learning practices in all classrooms.

Restorative Practices are intended to move the focus away from punitive consequences that are based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Where a restorative approach has previously been conducted and subsequently the behaviour continues; the school will address the behaviour using another approach, this may include a Student Support Group to devise strategies and approaches to address the behaviour or the student(s) being placed onto one of The Principals Stages of Discipline and/or intervention from specialist services and/or an external agent within the local community. ) Please refer to Child Safe responding & reporting obligations (including mandatory reporting) policy & procedures 2019.



### 3. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outline a vision 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 compatibly with human rights and to consider them when making decisions and delivering services.

Seaford North Primary School ensures equality of opportunity for all students, staff, parents and members of the school community in terms of activities, organisational structure, practices, operations and curriculum. Differences in gender, culture and opinions should be valued and should lead to stronger relationships within the school community.

Seaford North Primary School aims to provide fair and equitable opportunities for students, staff and the wider community regardless of:

- gender
- race
- financial status
- physical, emotional or intellectual ability
- religious or social beliefs and practices
- appearance and personality traits
- sexuality
- age

#### **Anti – Bullying**

Everyone has the right to feel safe from bullying at school. As part of being an eSmart school, Seaford North Primary School takes a whole school approach that focuses on safety and well being throughout the school practices and has an Acceptable Use Agreement that outlines acceptable use of the Ultranet, internet, netbooks, and other digital technologies in the school community.

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post personal news in blogs, and send text messages and images via cell phones, message through instant message, chat in chat rooms and post to discussion boards.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

#### **Whether it is cyber or face to face, bullying is not acceptable!**

##### **All members of Seaford North Primary School community have a right to:**

- Participate in an environment free of discriminatory behaviour
- Be treated fairly with dignity and respect
- Feel valued, safe and supported in an environment that encourages freedom of thought and expression
- Be allowed to be an individual
- Work, learn and socially interact in a safe environment
- Be informed through appropriate communication channels
- Gain support from the school community.
- Be allowed to be an individual

<b>Students have the right to:</b>	<b>Staff have the right to:</b>	<b>Parents have the right to:</b>
<p>be treated fairly and with respect</p> <p>be allowed to be an individual</p> <p>expect to be able to work in an atmosphere of order and cooperation</p> <p>work, learn and socially interact in a safe environment</p> <p>have input into learning/teaching through access to the curriculum and resources.</p>	<p>expect to be able to work in an atmosphere of order and cooperation</p> <p>be treated fairly and with respect from the school community</p> <p>be allowed to be an individual</p> <p>work, learn and socially interact in a safe environment</p> <p>have input into learning/teaching through access to the curriculum and resources</p> <p>be informed through appropriate communication channels</p> <p>gain support from the school community.</p>	<p>be treated fairly and with respect</p> <p>be allowed to be an individual</p> <p>work, learn and socially interact in a safe environment</p> <p>have input into learning/teaching through access to the curriculum and resources</p> <p>be informed through appropriate communication channels</p> <p>gain support from the school community.</p>

**All members of the Seaford North Primary School community have a responsibility to:**

- acknowledge their obligations under the EO Act 1995, the Charter of Human Rights and responsibility Act of 2006, the Disability Discrimination Act 1992, Disability Standards for Education 2005 and Education and Training reform Act 2006 and communicate these obligations to all members of the school community
- participate and contribute to a positive learning environment that supports the learning of self and others
- ensure that their actions and views do not impact on the health and wellbeing of other members of our school community.

<b>Students have a responsibility to:</b>	<b>Staff have the responsibility to:</b>	<b>Parents have a responsibility to:</b>
<ul style="list-style-type: none"> <li>• recognise the rights of others</li> <li>• be co-operative and considerate in all situations</li> <li>• make a positive effort to complete all set tasks</li> <li>• allow others personal space</li> <li>• share and care for others, equipment and property</li> <li>• act in a responsible</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the rights of others</li> <li>• provide a safe and stimulating learning environment</li> <li>• provide programs equally to all students regardless of sex, race, religion, belief or disability</li> <li>• provide programs which will encourage the development of</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the rights of others</li> <li>• support the school's policy and curriculum programs</li> <li>• communicate with staff regarding issues which may affect their child's school performance or welfare</li> <li>• send their child(ren) to school in a clean, well fed and rested state</li> <li>• respect the school protocols and procedures relating to</li> </ul>

<p>manner</p> <ul style="list-style-type: none"> <li>• express their opinions in an honest and socially acceptable manner</li> <li>• contribute to and observe school rules.</li> <li>• Explore their full potential</li> </ul>	<p>acceptable behaviour in students</p> <ul style="list-style-type: none"> <li>• bring school rules to the attention of each student (by discussion or pictorial representation)</li> <li>• provide support for other staff when required</li> <li>• inform Casual Relief Teachers of relevant information relating to the students in their care.</li> </ul>	<p>discipline</p> <ul style="list-style-type: none"> <li>• build positive relationships with members of the school community.</li> </ul>
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## SHARED EXPECTATIONS

Seaford North Primary School has developed shared expectations to ensure that the learning, safety and rights of our students, staff, parents and wider community members are accepted. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations support our students and families that come to our community from a diversity of backgrounds.

The values of the Seaford North PS community are demonstrated by the following shared expectations and behaviours:

### **Mission**

Seaford North Primary School community is committed to providing a safe and nurturing environment where everybody feels valued, takes responsibility for their own choices, actions and consequences and is able to take risks and explore new concepts, allowing them to reach their best academically, socially and emotionally.

### School Mission Statement

Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that include essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Vision**

Seaford North Primary School is committed to providing students with lifelong skills, in a friendly and dynamic learning environment, where students are engaged and work to achieve their personal best and make a positive contribution to the global community.

### **Student Well Being**

Teachers with their students develop a set of expectation, class rules, rewards and consequences.

### **Expectations**

Leadership will:

- ensure that every student receives and has access to an education up to the compulsory age of education
- treat others with courtesy, kindness and respect
- model and support school rules
- value others for their individual differences
- ensure that our school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the SNPS community to develop and implement policies and procedures consistent with its values and aspirations and DE&T guidelines
- identify the diversity of the school community and deliver teaching and learning, educational and extra curricular activities, facilities, student services and community linkages which are inclusive and responsive to the needs of the students at our school.
- provide opportunities for effective professional learning and professional growth and career paths
- build a learning community that is defined by an agreed vision and goals, accountability and a focus on teaching and learning in a stimulating and secure learning environment

### **STAFF WILL:**

- ensure that every student receives and has access to an education up to the compulsory age of education
- treat others with courtesy, kindness and respect
- model and support school rules
- value others for their individual differences
- ensure that our school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the SNPS community to develop and implement policies and procedures consistent with its values and aspirations and DEECD guidelines
- identify the diversity of the school community and deliver teaching and learning, educational and extra curricular activities, facilities, student services and community linkages which are inclusive and responsive to the needs of the students at our school.

## **Behaviour**

- leadership will ensure that every student receives and has access to an education up to the compulsory age of education
- treat others with courtesy, kindness and respect
- model and support school rules
- value others for their individual differences
- ensure that our school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the SNPS community to develop and implement policies and procedures consistent with its values and aspirations and DEECD guidelines
- identify the diversity of the school community and deliver teaching and learning, educational and extra curricular activities, facilities, student services and community linkages which are inclusive and responsive to the needs of the students at our school.

Leadership will promote and support the:

- development of flexible pedagogical styles to engage different learners
- delivery of curriculum and assessment that challenges and extends students learning
- development of positive and meaningful relationships that promote engagement, wellbeing and learning
- provision of opportunities for students to voice their thoughts and ideas to assist in the development of a positive school culture in and outside the classroom.

Teachers will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships that promote engagement, wellbeing and learning
- provide opportunities for students to voice their thoughts and ideas to assist in the development of a positive school culture in and outside the classroom.

## **Attendance**

In compliance with the DE&T procedures SNPS staff will:

- promote regular school attendance with all members of the school community.
- make telephone calls to parents with children who have been absent for more than 3 consecutive days.
- follow up on all student absences.
- Uphold Child Safe Standards

## **Expectations:**

### **STUDENTS ARE EXPECTED TO:**

- Treat others with courtesy, kindness and respect
- Maintain a safe and secure school environment
- Model and support school rules
- Manage and be accountable for own actions
- Value others for their individual differences
- Work to achieve personal best whilst allowing others to do the same.

### **Behaviour**

Seaford North Primary School promotes positive behaviours through the development and implementation of shared behavioural expectations through the Code of Conduct and the Acceptable Use Agreement.

### **Attendance**

All students are expected to attend school, punctually on every day that the school is open to students. If students cannot attend they must provide an explanation from their parent/care giver. Students who arrive late are required to obtain a late pass from the administration office that is to be handed to their teacher.

### **Expectations:**

#### **PARENTS AND CARE GIVERS:**

- Are expected to support the school's efforts to educate students to live in a diverse world
- Operate within the school's guidelines and procedures
- Treat others with courtesy, kindness and respect
- Support teachers in their educational expectations of children
- Respect the need for teachers to conduct class lessons without interruption
- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members.
- Respect the rights and confidentiality of pupils and staff
- Model and support school rules
- Value others for their individual differences
- Support the implementation of the Student Code of Conduct
- Support the implementation of the Students Dress Code Policy
- Report and officially register at the main office, during school hours, for administrative and safety purposes using the Visitor's Badge System via Compass
- Value the cultural and social diversity within our community

### **Attendance:**

#### **Parent/Care Givers are expected to ensure that:**

- Enrolment details for their children are correct and up to date
- Their children attend school regularly
- When their child (ren) is/are absent from school they advise the school as soon as possible.

### **Behaviour:**

Parent /carers should understand and support the school's behavioural expectations so that all students at Seaford North Primary School are supported in learning, engagement and endeavour.

## **5. Actions and Consequences**

**Corporal Punishment is prohibited in all Victorian Schools. Corporal Punishment must NOT be used at the school under any circumstance.**

### **Appropriate Behaviour**

The school is committed to a system of positive reinforcement and the promotion of self-esteem amongst the students. This system operates through the recognition of children who are playing or working in an acceptable manner and displaying the foundations of the You Can Do It program; getting along, organisation, confidence, resilience and persistence. Students are encouraged to use CATCH to solve problems and to accept responsibility for their own behaviour.

School rules are developed in conjunction with students; stated in the positive and are linked to the principles and practices of the school's values, well being and discipline program. Each year teachers develop a set of classroom rules that are consistent with the whole school's values and rules.

### **Basic Expectations are:**

- show respect for your own and other people's rights, feelings, work, property
- everyone has the right to be safe
- children have the right to learn
- take pride in yourself and your school

### **Inappropriate Behaviour**

When students do not meet the school's expectations, a staged response is implemented consistent with the formulated classroom rules and with logical consequences. This is implemented using the restorative approach. The restorative approach is used to address student behaviour and to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

### **Disciplinary steps may include:**

- a reminder of the rule and expectation, further reminder and warning
- verbal counselling by teacher, discussing the behaviours and reaching an agreement for future behaviour
- monitoring and providing feedback to students on their behaviour
- allowing students a cooling off period using a non judgemental approach
- time out in the classroom or withdrawal of privileges for yard misbehaviour. Parents will be notified where required
- completing time out in another classroom
- walking with teacher
- conferencing and restoration of the harm caused to other parties
- detention
- referral to the principal
- referral to support agencies
- suspension and expulsion – for serious disciplinary measures we will follow DEECD Engaging Schools are Effective Schools Student Engagement Policy Guidelines 2009. Procedures for dealing with inappropriate behaviours are sequential in nature and reflect the severity or frequency of misdemeanors.

### **Logical consequences**

<b>Appropriate Behaviour</b>	<b>Inappropriate Behaviour</b>
Appropriate behaviour will be recognised by: <ul style="list-style-type: none"><li>• Class rewards</li><li>• Yard awards</li><li>• Reports</li><li>• YCDI awards and recognition of students efforts in the Newsletter</li><li>• Representation in school sports</li></ul>	Conferencing student(s) and referring them to the school rules <ul style="list-style-type: none"><li>• Discussing appropriate behaviour in the classroom</li><li>• Contact with parents (written, verbal)</li><li>• Making changes to the student's learning program to better equip</li></ul>

<p>teams</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Letters, phone calls to parents from teachers.</li> </ul>	<p>him/her to behave positively (IEP's)</p> <ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Implement Restorative Practices</li> <li>• Withdrawal of privileges</li> <li>• Withdraw the student from the classroom</li> <li>• Conduct Student Support Group meeting (SSG's)</li> <li>• Payment re: repairing the damage</li> <li>• Complete a behaviour management program</li> <li>• Negotiate alternative setting for student, or as a last resort, suspension or expulsion</li> </ul>
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### **Ongoing Behaviour Issues**

Where students display ongoing inappropriate behaviour(s) then a range of strategies may be used. These may include:

- discussing the behaviour problem(s) and then reaching an agreement re: future behaviour
- explicit teaching re: inappropriate behaviour(s)
- monitoring behaviour
- time out – allowing students a cooling off period
- sending students to another classroom
- withdrawing a student from an activity
- adding the student(s) name to one of the stages of discipline which include:
  - lunch time detention
  - after school suspension
  - in school suspension
  - suspension/expulsion.
- counselling
- student support group /carers meeting involving parents/carers and or relevant support staff, outside agencies to assist in modifying behaviour
- for serious disciplinary measures the school follows the Code of Conduct and DEECD –Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184

Individual Students where necessary may require further ongoing support. Please see below:

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout



Seaford North Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

### **Evaluation**

Seaford North Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

### **FURTHER INFORMATION AND RESOURCES**

Please refer to *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards.*

### **REVIEW CYCLE**

This policy was last updated on December 2019 and is scheduled for review in 2021.

## Seaford North Primary School

### Classroom Behaviour Management Process for grades 3-6

**June 2019**

1. All teachers to use *Class Dojo* for positive and negative behaviours
2. Share with students each week the “donut” showing percentage of specific positive and negative behaviours
3. Each teacher is to have a buddy teacher to send students for timeouts (Andy & Lisa; Kim & Lauren; John & Tara; Rachel & Mel)
4. Whenever practicable Andy and Sarah use the *Class Dojo* system for positive and negative behaviours in Science, PE, Art and Performing Arts
5. Classroom teachers to follow the *Consequences Flow Chart* (attached)
6. If a student has been to timeout twice in one day or three times in one week the classroom teacher contacts the parents to inform them of the issues
7. After a student has been to timeout and completed a reflection sheet, the classroom teacher follows up with the student and supervises them to miss part of snack or lunch time
8. Major student behaviour issues are related directly to Anthy and/or Lee

# CONSEQUENCES FLOW CHART

