

Student Engagement Policy

1. *Rationale-*

Pakenham Springs provides a happy, safe, supportive and caring environment based on mutual respect, in which all students are valued as individuals and are encouraged to develop to their full potential.

Our Student Engagement approach is based on the following Values:

- Respect
- Responsibility
- Resilience

Pakenham Springs policies and procedures relating to the discipline of students is based on the principles of procedural fairness and does not permit corporal punishment.

2. *Purpose of Policy-*

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

3. *Implementation Guidelines-*

1. School profile

Pakenham Springs Primary School (Pakenham Springs) is located in the South East growth corridor and had 839 students enrolled in 2018. In 2018, there were 87 full-time employees at the school which included: four principals class, 51 teachers and 32 education support staff. The school is located on Livingstone Boulevard, adjacent the council reserve and opposite Heritage Springs Shopping Centre.

Under an arrangement with Cardinia Shire Council, a kindergarten and maternal health care centre are also located on site. The school has OshClub onsite that runs a before and after school care service, which is open to all students at the school.

Pakenham Springs commenced operation at the beginning of the 2008 school year and experienced rapid growth between 2008 and 2015. Since 2015, three new primary schools have been established within seven kilometers of Pakenham Springs that has resulted in a 19% reduction in enrolments over the three year period – but pleasingly, enrolment levels have now stabilised.

The mission of Pakenham Springs is to inspire, motivate and educate all students, to ensure they learn the necessary skills and knowledge required to be productive and respectful members of the local and global community. In addition to the schools comprehensive literacy and numeracy program, Pakenham Springs

offers five specialist programs: Physical Education, Visual Art, Media Art, STEM (year 3-6 only) and Japanese (year P-2 only).

At Pakenham Springs the engagement and wellbeing of our students is paramount and are fortunate to have a school chaplain to support student wellbeing. In addition to the specialist wellbeing services, Pakenham Springs enforces a strong focus on student welfare through the curriculum in the 'School Wide Positive Behaviour Support' framework (SWPBS) introduced in 2018. In consultation with the community our school values were also redeveloped during the year as we commenced with the School Wide Positive Behaviour Support. Expectations of behaviour are clearly and explicitly taught throughout the school and align with the schools values of 'Respect', 'Responsibility' and 'Resilience' (the 3 R's). To further support this initiative, in Pakenham Springs adopted a new whole school behaviour management approach. The aim of this approach is to ensure learning is given the highest priority by managing behaviour so that disruptions within the classroom and school environment are minimised.

Pakenham Springs Primary School has 87 fulltime staff: 4 Principal class, 51 teachers and 32 Education Support Staff.

School Philosophy

Pakenham Springs Primary School's Mission, Vision and Values are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility and resilience at every opportunity.

Mission Statement:

It is the mission of Pakenham Springs to educate, motivate and inspire all students to ensure they acquire the essential skills and knowledge to become respectful and informed members of the local and global community.

Vision Statement:

The Pakenham Springs community is united in its quest to achieve high quality success in learning for all students. A collaborative and positive approach motivates the community to pursue greater success for student learning. Pakenham Springs is recognised for setting the standard in educational excellence.

Values Statement:

To create a consistent whole school approach to managing behaviour and creating a positive culture through the whole school values of Respect, Responsibility and Resilience

2. Engagement strategies

Pakenham Springs Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- Implementation of the School Wide Positive Behaviour Support framework to embed the school Values and behavioural expectations throughout the whole school
- High and consistent expectations of all staff, students and parents and carers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents/carers and being responsive to them as partners in learning

- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Teachers at Pakenham Springs Primary School use a school-wide Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- Teachers at Pakenham Springs Primary school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in Springer's Celebrations and communication to parents
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Student Voice Forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

Targeted

- Each sub school has an Assistant Principal responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Connect all Koorie students with a Koorie Engagement Support Officer and provide an Individual Education Plan.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Pakenham Springs 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.

3. Identifying students in need of support

Pakenham Springs Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially equipped. The Leadership and Student Wellbeing teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Pakenham Springs Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, minor incident and suspension data
- Engagement with families

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity.

Students have the right to:

- Participate fully in their education
- Feel safe, secure and happy at school
- Learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- Express their ideas, feelings and concerns.

Students have the responsibility to:

- Participate fully in their educational program
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

5. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Values. Student bullying behaviour will be responded to consistently with the Pakenham Springs Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Pakenham Springs Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Maintaining The Learning Environment at Pakenham Springs:

Through our School Wide Positive Behaviour Support framework, all staff at Pakenham Springs are committed to setting high behavioural expectations and equipping students with the skills and knowledge they need to be able to follow these expectations. We expect that students will learn these skills, through a supported and explicit teaching program and in time, will come to hold themselves and their peers accountable for displaying the Values of 'our' school at all times.

We do recognise that there may be instances where students may need a reminder to help them keep their focus on positive behaviours. The following procedure will be followed by all staff to address behavioural issues which may arise in the classroom.

Step 1 - Verbal Reminder

The teacher will give a gentle reminder of the positively stated expectation (tying back to our School Values) that a student may not be following at that moment - for example, "remember that in our classroom, we keep our hands to ourselves as we respect the safety of other students". This step may be repeated a number of times for our younger students as they begin to learn the expectations of Pakenham Springs.

Step 2 - Visual Reminder

The teacher will issue a verbal warning that a student is at risk of a further consequence if an undesirable behaviour continues and will write the student's name on the board.

Step 3 - Further Reminders

The teacher will place a cross by the student's name on the board to remind the student that the behaviour still needs to be modified. This step may be repeated a number of times for our younger students as they begin to learn the expectations of Pakenham Springs. Upon the final warning, the student will be reminded that any further incidents will result in a classroom 'reflection'.

Step 4 - Reflection on Behaviour

The student will be withdrawn to a designated area in the room for five minutes and may continue with work but may not communicate with others.

At this point the Reflection Record Sheet will be commenced.

The teacher will arrange a meeting with the child to discuss the behaviour and to put in place strategies to avoid the behaviour reoccurring, at an appropriate time.

Step 5 - Other classroom for Reflection on Behaviour

If the student continues to refuse to modify their behaviour the student will be sent to another classroom with a work expectation which the student can complete independently. The Reflection Record Sheet should be taken with them to be completed. The student will stay in the other class reflection area for 15 minutes.

If a student is sent to the Reflection Area of another class, the teacher will contact the parent to arrange a meeting to discuss the child's behaviour. An Individual Behaviour Plan may be developed.

NOTE: *Whilst implementing the above approach which focuses on managing undesirable behaviour, it is important to note that the teacher will be focusing on the building, nurturing and repairing of relationships and the promotion of positive behaviours. This will be the primary focus of the teacher when a child has been placed in the class reflection area or the reflection area in another classroom.*

Step 6 - Leadership Support

If the student disrupts the other classroom or continues to misbehave they will be sent to the office. The official Reflection Sheet will be sent with the student to the office. If a student refuses to go to the office they will be collected from the room by a member of the Principal Class team.

Severity Clause

This clause allows the teacher to bypass any of the above steps (where the action is seen as severe or dangerous) and request immediate Leadership support.

Other strategies

Teachers will use the following strategies as appropriate:

- Discussion of issues as a class, looking at classroom expectations and consequences
- Individual behaviour management plans
- Equipping students with strategies to deal with problems e.g. ignore, move away, get assistance
- Self-evaluation booklets and behaviour booklets monitored by member of Leadership team
- Home/school communication books
- Regular parent-student-teacher conferences to monitor and discuss behavioural challenges

MAINTAINING A SAFE ENVIRONMENT IN THE YARD AT PAKENHAM SPRINGS:

Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.”

As part of that duty, teachers at Pakenham Springs are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

At Pakenham Springs, the school satisfies the duty of care by allocating responsibilities to different staff. For example, the Leadership Team is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each area of the school. Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender (i.e. in the toilet areas).

Yard duty is seen as an important part of Pakenham Springs commitment to meet its responsibilities in the area of providing the highest level of ‘duty of care’ as possible.

The underlying belief is that yard duty should not be seen as “guard duty” but an opportunity for teachers to mix with students and form relationships with students beyond their regular classroom. At Pakenham Springs, teachers use yard duty as an opportunity to model appropriate behaviour, acknowledge students who are following the Pakenham Springs values and expectations and to have other positive interactions with the students of the school.

It is recognised that behavioural issues may arise in the yard. At Pakenham Springs a consistent approach in dealing with such issues has been developed to ensure that all staff deal with issues which arise in a fair and predictable manner. Minor incidents will be addressed through advising students to use the ‘5 Finger Plan’, restorative conversations, walking with a yard duty teacher, playing in a different area or picking up rubbish.

MAJOR BEHAVIOUR INCIDENTS IN THE YARD:

It is recognised that sometimes more serious incidents will occur in the yard which will require stronger action to be taken.

At Pakenham Springs, a Major Incident is defined as:

(1) INTENTIONAL PHYSICAL VIOLENCE (i.e. KICKING, PUNCHING, WRESTLING)- PERSON TO PERSON CONTACT –

Clarification:

It is important to note the word “intentional”. Students will not be withdrawn for accidental physical contact or physical contact during a game unless it is repeated and an ongoing issue. Accidental physical contact or physical contact in a game which is not repeated will be addressed by the yard duty teacher.

(2) REPEATED VERBAL AGGRESSION TOWARDS OTHERS (i.e. INTIMIDATORY LANGUAGE, SIGNIFICANT VERBAL HARASSMENT)

Clarification:

The word “repeated” and “significant” should be noted. Students will not be withdrawn for verbal aggression towards others unless it is repeated and an ongoing issue.

(3) DESTRUCTIVE VANDALISM (ANY ACT OF VANDALISM WHICH WOULD ENTAIL A COST TO REPAIR)

Clarification:

The word “destructive” should be noted. Students will not be withdrawn for accidental vandalism. The yard duty teacher would need to investigate whether the vandalism has been deliberate (i.e. an angry child purposely kicking a football and breaking a school window) as compared to accidental (i.e. a child playing a game and not realising that a misplaced kick may send the ball through a classroom window). The child in the second instance may still result in a consequence for not considering the consequence of their action by the yard duty teacher but this would certainly not be a yard withdrawal offence.

(4) REPEATED INSOLENCE TO A TEACHER (i.e. FAILURE TO FOLLOW A TEACHER’S INSTRUCTIONS, BACK CHATting, RUDENESS)

Clarification:

The word “repeated” should be noted. Students will not be withdrawn for insolence to a teacher unless it is repeated and an ongoing issue.

(5) LEAVING THE SCHOOL GROUNDS WITHOUT PERMISSION

(6) INTENTIONAL DANGEROUS PLAY WHICH IS INTENDED TO RESULT IN INJURY TO SELF OR OTHERS (I.E. ROCK THROWING, CLIMBING ON ROOF)

Clarification:

The words “intended to” should be noted. Students will not be withdrawn for intentional dangerous play where the child has just not considered the consequence of their action (i.e. throwing a stone to see if they can hit the fence). The yard duty teacher would need to investigate the intent of the child’s action. (i.e. throwing a stone deliberately at another child to hurt them.) The child in the first instance may still need to be addressed by the yard duty teacher for not considering the consequence of their action, but this would certainly not be a yard withdrawal offence.”

For serious and sustained patterns of behavioural concerns, Suspension and expulsion procedures may begin. Suspension and Expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

6. Engaging with families

Pakenham Springs 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
- 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.

4. *Evaluation-*

Pakenham Springs 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
- eCASES
- SOCS
- Compass

This policy was reviewed in July 2019 and is scheduled for review in July 2020.