



SHERBOURNE PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY

STUDENT ENGAGEMENT

At Sherbourne Primary School student engagement has three interrelated components: behavioural, emotional and cognitive engagement.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of our school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to our school.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self-regulation.

RATIONALE

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools.

At Sherbourne Primary School we believe students will reach their full educational potential when they are:

- happy, healthy and safe,
- when there is a positive school culture that is fair and respectful
- when they are engaged and supported in their learning.

AIMS:

- To provide an inclusive, safe and orderly environment for all members of the Sherbourne PS school community
- To establish clear practices relating to student engagement
- To support students with challenging behaviours, and apply appropriate discipline procedures
- To relate to and be consistent with current DET documents in areas such as the encouragement of educational achievement and excellence, prevention of absences and discouraging inappropriate behaviour:
 - School Attendance Guidelines 2014
 - School Engagement and Inclusion Guidance 2017

IMPLEMENTATION

At Sherbourne Primary School we will:

- Establish shared values for our whole school community
- Foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- Provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- Provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- Maximise student learning opportunities and performance through engagement
- Provide genuine opportunities for student/parent participation and student/parent voice
- Build a school environment based on positive behaviours and values
- Provide both prevention (using cognitive, behavioural and emotional strategies) and intervention for all students at risk

EVALUATION:

- A successful Student Engagement Policy must respond to the needs of the local school community. We will draw on a variety of data sources to gain a comprehensive understanding of the diversity of the school community and the engagement and wellbeing needs of students including formal surveys such as the Student Attitudes to School survey and the Parent and Teacher Attitude to school surveys.
- This policy will be reviewed as part of the school's three-year review cycle or earlier as appropriate.

Ref: DET Policy Development process.

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a) SCHOOL PROFILE

Sherbourne Primary School Sherbourne Primary School is located approximately 19 kms north of the Melbourne CBD in the suburb of Briar Hill. The school was first established in 1971. It is situated in a quiet, treed residential area.

Sherbourne Primary is committed to continuous improvement and achieving excellence in teaching and learning. With emphasis on developing school, family and community partnerships, our wellbeing and leadership programs provide a safe, nurturing whilst challenging environment for children. Our programs are designed to cater for the individual needs of a diverse range of students and include a range of specialist, enrichment and additional assistance programs.

Our teacher teams deliver integrated units of study across the curriculum developing literate and numerate learners; invigorating the curriculum offered and increasing levels of student engagement.

A strong partnership exists between parents and staff, with high levels of parent participation through school council, classroom helpers, camps & excursions, student-led conferences and fundraising and social activities.

Sherbourne Primary School is a well-resourced learning environment. With an enrolment of 185 in 2017, our school serves families in Eltham, Montmorency, Greensborough and surrounding areas. Our highly motivated and professional staff members provide a quality education that fosters a love of learning.

Sherbourne prides itself upon the quality curriculum it offers all students both in depth and breadth. Our school values are the basis for all we do and how we treat each other. Students take a leading role both in the school and in their education – they are acknowledged as a meaningful member of a three way partnership with staff and parents working collaboratively towards successful and effective teaching and learning.

The school aims to have our students develop as responsible, informed and engaged citizens. Our values are the basis of all we do. Restorative practices are employed to promote and maintain healthy productive working relationships and effective behaviour management.

We monitor student attendance and we promote a variety of positive strategies to encourage regular student attendance. The positive relationship between attendance and learning is emphasized through the newsletter and attendance is reported in the half year and yearly school reports.

b) WHOLE SCHOOL PREVENTION

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our staff is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through area teams and professional learning teams that encourage innovative pedagogy.

Opportunities that contribute to the school and effectively engage students in their learning include:

- Pro-social behaviours are promoted through programs such as Values Education, Restorative Practices, Life Education and Whole School Incursions such as Brainstorm Productions (2017)
- Student Led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Student Leadership programs and other roles of responsibility provide opportunities for students to influence change within the school community
- Student voice is encouraged through our Student Leadership Team including School Captains, House Captains, Environment Captains and Junior School Council Representatives
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs
- Intervening early to identify/respond to student needs for social and emotional support
- Consulting and working with health care professionals including DET Student Support Services Officers to best support our students and staff
- Providing a range of opportunities for students to be involved and feel connected to the community
- Recognising and responding to the diverse needs of our students through the PSD Support program
- Adoption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively
- Whole school approach to encourage engagement, build pride, show respect and develop responsibility
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda
- Professional learning is given a high priority to ensure educationally sound strategies and approaches are adopted and implemented

c) WHOLE SCHOOL VALUES

Sherbourne Primary School provides a friendly and caring environment that enhances learning, personal growth and wellbeing for all students in our care; we create a stimulating and supportive environment for all teachers and staff; and we assist, inform and involve our parents.

STUDENT CODE OF CONDUCT

As decided by our students and teachers

VALUE	THIS MEANS
RESPECT	<ul style="list-style-type: none"> • Treat others how you would like to be treated. • Respect for property, environment, others, self. • Respect we are all different and that makes the world a great place. • Good manners in words and action, show respect. • Appreciating others' strengths and understand others' challenges/difficulties. • Tolerance and acknowledgement of different ideas and preferences.
RESPONSIBILITY	<ul style="list-style-type: none"> • Be the best person you can be • Taking ownership of your actions and choices. • Making wise choices, doing what is right. (Good decision making). • Trying your best. • Showing leadership (eg in class, the yard, group work etc). • Taking responsibility for the care of your belongings and others • Show initiative in taking care of each other, our belongings and school. • Take pride in all you do.
TEAMWORK	<ul style="list-style-type: none"> • We understand that together we can achieve so much more • Being co-operative. • Listening to and respecting others' opinions. • Compromise. • Friendship and inclusion. • Communication. • Kindness.
LEARNING	<ul style="list-style-type: none"> • Challenging yourself, enjoy the challenge. • Work hard, get smart. • Have a go, take a risk. • We learn from our mistakes. • We love learning – we are inspired, curious and self -driven in our learning. • We value curiosity. • Taking pride in work. • Perseverance

This Student Code of Conduct also acknowledges the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion. It also acknowledges the Equal Opportunity Act (2010) which sets out the grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of gender equality, people of all races and religions, impairments or age.

At Sherbourne we use a Restorative Practices whole school approach to behaviour management. While students are accountable for their behaviour the focus is on repairing the damage caused by actions to other members of the community and on restoring relationships

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

d) RIGHTS and RESPONSIBILITIES

At Sherbourne Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

Whole School

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations from the school community	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Students

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn

Staff

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self-esteem To communicate positively with parents and peers
To expect students to follow the Student Engagement Guidelines	To follow the Engagement Guidelines. To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents

Parents

Rights	Responsibilities
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Ensure students attend school and have the appropriate learning materials and attitude
To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident	Promote respectful relationships

e) SHARED EXPECTATIONS

Sherbourne Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

Student Engagement Expectations

All students are expected to	The School Leadership team will	All staff will	All parents are expected to
<ul style="list-style-type: none"> • have high expectations that they can learn • respect, value and learn from the differences of others • reflect on and learn from their own experiences and to appreciate and acknowledge differences 	<ul style="list-style-type: none"> • uphold the right of every child to receive an education up to the compulsory age of schooling • ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation • identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive of and responsive to student needs. 	<ul style="list-style-type: none"> • develop flexible pedagogical styles to engage different learners • deliver curriculum and assessment that challenges and extends students learning • develop positive relationships with students that promote engagement, wellbeing and learning • develop a positive school culture by providing opportunities for student voice 	<ul style="list-style-type: none"> • support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home • help the school to provide student-centered responses by providing all relevant information to the school • actively participate in supporting their child's learning by building a positive relationship with the school • work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner.

Attendance Expectations

All students are expected to	All staff are expected to	All parents are expected to ensure
<ul style="list-style-type: none"> • to come to school every school day throughout the year. 	<p>In accordance with DET guidelines and Ministerial orders</p> <ul style="list-style-type: none"> • promote regular attendance with all members of the school community and; • monitor and follow up on absences 	<ul style="list-style-type: none"> • that enrolment details for their children are correct, • that their children attend school regularly • when a child is absent from school, parents/carers advise the school as soon as possible.

Behavioural Expectations

Sherbourne PS will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community.

All students are expected to	The school leadership team will	The staff will	Parents and Carers are expected to
<ul style="list-style-type: none"> • support each other's learning by behaving in a way that is respectful and curious • be considerate and supportive of others • demonstrate behaviours and attitudes that support the wellbeing and learning of all and contribute to a positive school environment that is safe, inclusive and happy • understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students are unacceptable 	<ul style="list-style-type: none"> • lead and promote preventative approaches to behavioural issues • monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies • provide professional development for staff to build their capacity to promote positive behaviours. 	<ul style="list-style-type: none"> *use the Student Engagement policy as a basis for negotiating class-based shared expectations with students • teach students social competencies through curriculum content and pedagogical approach • employ behaviour management strategies that reflect the behaviours expected from students • build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach 	<ul style="list-style-type: none"> • understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

f) ATTENDANCE

Schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption from attendance or enrolment has been granted.

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Victorian government schools are required to provide active support (including targeted responses and effective intervention strategies) for full student attendance and retention until the completion of Year 12 or its equivalent and respond to individual student circumstances when regular attendance is not consistent.

Whilst ensuring student attendance at school is a legal obligation of parents, supporting students to attend

school each day is the shared responsibility of all parents, students, the school and the wider community. This responsibility should be underpinned by shared understandings and expectations about the procedures for the promotion, monitoring and follow-up of student attendance.

THE FOLLOWING ARE WAYS IN WHICH WE PROMOTE SCHOOL ATTENDANCE:

Attendance practices reflect DET guidelines;

- Student Attendance and Educational Outcomes: Every Day Counts and
- School Attendance Guidelines 2014.

Whole School Strategies

- regularly communicating with parents about expectations for attendance
- promoting awareness that absence results in quantifiable lost learning time and opportunities
- modelling punctuality across the whole school

Create Safe, Supportive Learning Environments Where All Students Experience Success Through Active Participation and Engagement In Purposeful Learning by:

- developing collaborative and empowering relationships between teachers, students and parents
- implementing effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways and careers support programs
- developing class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- encouraging parents to get involved in the life of the school
- immediately following up any problems identified by students and parents in a transparent manner

Implement Consistent, Rigorous Procedures to Monitor and Record Student Absence by:

- recording attendance/lateness twice a day, once each for the morning and afternoon session
- promptly following-up individual student absences
- correctly using student attendance data management systems (e.g. Compass, eCASES)
- The Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months
- Student attendance figures will appear on the student's mid-year and end of year reports

When Following Up Individual Student Absences,

- further investigate the reasons for the student's absence (the actual reason may differ to the explanation initially provided)
- organise a meeting with the parent and a relevant teacher or other staff member at the earliest opportunity to identify the issues related to the non-attendance and to plan for improvement
- Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Access specialist support for individual students with identified behavioural, health, or social issues by utilising Student Support Services or external community services where appropriate

g) BEHAVIOUR

RULES TO KEEP US SAFE AT SHERBOURNE

Play rules

- Stay inside the playgrounds unless with a teacher
- Keep clear of car parks
- Undercover areas, breezeways, the front of the school and canteen areas are for quiet activities only
- WALK along paths, through breezeways and around corners
- Play in the correct areas - Don't play in toilets, on garden beds, or on steps or steep embankments
- Play safely and remember Sherbourne's values
- Do not play with sticks and stones at school
- No riding in the school grounds between 8.30am and 4.00pm. Walk your bike/scooter in the school grounds during school hours.
- All bike and scooter riders must wear a safety helmet
- Dangerous things should not be brought to school
- Trees, fences and rooftops are not to be climbed at school
- Safe toys or games are brought to school at owner's own risk
- Toy weapons are not permitted
- Items of value are not to be brought to school. Mobile phones must be left at the office during the school day
- You must eat food in the designated food zones outside before playing
- Designated food zones include the seats and rotunda at the front of the school, deck areas and seats under the large tree in the Prep to 2 area

Building Rules

- Stay outside before school and at recesses unless given permission by a teacher
- Move around inside the buildings safely in a quiet, sensible manner
- Use the correct doors to come in and out of the buildings
- Line up punctually and orderly in the designated areas after recesses
- Computers and ipads are only to be used with a teacher's permission
- When moving around the building during class time, always go in threes
- The no hat zone is the rotunda at the front of the school, the Middle or Junior decks of canteen for Uppers during the Sun Smart time September 1 to May 1

CONSEQUENCES FOR BREAKING THE SCHOOL RULES.

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

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

Consequences are used in direct relationship to the severity of the student behavior with a Restorative Practices philosophy where appropriate.

In-school discipline

Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school

premises they may occur outside school hours.

As with all forms of discipline, graded in-school disciplinary measures should be used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

Student privileges can be withdrawn as a consequence of breaching classroom or school behavioural standards. **Time out** can be an appropriate option – time out of an activity, time out of playing in the yard. The purpose of time out can be to provide a break for that student from others or from the situation for the purposes of calming, reflecting upon their actions, regrouping and re focussing.

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention

During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour. Alternatively students may be asked to complete new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

Exclusion from school

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Suspension

- Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.
- Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further in the DET Engagement and Inclusion Guidance 2014.
- Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated

Expulsion

- Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.
- Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.
- Expulsion cannot be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community. Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in the School Engagement and Inclusion Guidance 2017.

Student Support Group

A Student Support Group may be convened by the school to exchange information and facilitate solutions to the behavioural problems or difficulties of students. In general, SSGs will be convened at the school, although they could occur at an alternative location agreed to by the school and parents.

GRADED CONSEQUENCES at Sherbourne Primary School

- Bucket and tongs duty with Yard Duty teacher
- Duty with the Yard Duty teacher
- Timeout in a classroom area
- Timeout in the yard in designated area
- A letter of apology to those affected by the behaviour.
- Time out outside the office #
- Time out from class activity #
- Exclusion from class activity eg sport, special activity if appropriate
- In School detention *#
- After School Detention*
- Suspension*
- Expulsion*

* Denotes Parents must be contacted. # Denotes a Restorative Practices reflection sheet is completed at school, taken home and signed by a parent and returned the next day.

REVIEW CYCLE

This policy was endorsed by School Council	October 2017
Due for review:	October 2020