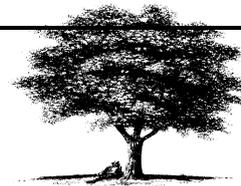


# LOCKWOOD PRIMARY SCHOOL

## STUDENT ENGAGEMENT POLICY



### POLICY CONTEXT

Since 2009, all Government Schools in Victoria are required to implement a Student Engagement Policy. In creating this Policy, the school has consulted teachers, students, parents and the School Council. The Student Engagement Policy clearly articulates the rights, responsibilities and expectations of the school community.

The following is a summary of each section.

### Section 1: School Profile Statement

The school profile statement has been developed in conjunction with the school strategic plan, 2014-2018. It reflects an extensive understanding of the diversity of the whole school community. Some key aspects considered in this section include:

- physical school location;
- physical aspects of the school such as classroom space, water use, land size and general aesthetics;
- school climate, environment and wellbeing program;
- the learning program and the school-wide approach to learning; and
- the school-wide approach to promoting student engagement and school connectedness.

### Section 2: Whole School Prevention Statement

The whole school prevention statement identifies the current programs and strategies that Lockwood Primary School has in place to promote high student engagement, attendance and positive behaviours. It is a positive statement that reflects the engagement and wellbeing goals and targets identified in strategic and annual implementation plans. It also outlines the strategies used at Lockwood Primary School that help to improve student engagement.

### Section 3: Rights and Responsibilities

The statement of rights and responsibilities in the Student Engagement Policy has been agreed upon by and is applicable to students, staff and parents/carers. The rights and responsibility statement is phrased using positive language which encourages all members of the school community take equal responsibility for the promotion of their rights and responsibilities. This is not intended to be a list of 'rules' for students. For example:

*"Our students, their parents/carers and our staff will treat each other with dignity and respect at all times"*  
*"All members of our school community have the right to feel safe and welcomed in our school".*

### Section 4: Shared Expectations

This section of the school Student Engagement Policy lists the shared expectations of principals, teachers and school staff, students and parents/carers. These shared expectations are not only around behaviour and attendance but around participation, resources, relationship building, the physical environment, curriculum, provision of support and partnerships.

### Section 5: School Actions and Consequences

In this section significant emphasis is placed upon issuing positive consequences for meeting high expectations. A focus on encouraging positive behaviour is equally as important as responding to inappropriate behaviour. In this section you will find a step by step approach to school actions and consequences.

**The Student Engagement Policy will be regularly reviewed by School Council as part of our Three Year Policy Review Cycle. Any questions on the content of the policy should be directed to the school Principal.**

# Section 1: School Profile Statement

**Corporal punishment is not permitted at Lockwood Primary School.**

## **Lockwood Primary School Vision:**

Students at Lockwood Primary School become lifelong, autonomous learners, developing habits and methods which will sustain them long beyond their schooling years. This will be achieved by our commitment to providing all students with a high quality, challenging education within an inspiring, caring environment.

## **Why have a Student Engagement Policy?**

We are very fortunate in the Lockwood Community that we live in a lovely caring community and generally the students are very well behaved. However there are times when students make poor decisions that may put themselves and others' learning and/or safety at risk. This policy helps to ensure that the school's procedures in such instances are fair and restorative. Students learn from all of their choices and are encouraged to take ownership of their behaviour and its consequences. Restorative Practices lie at the core of our approach to Student Behaviour Management - a commitment to provide opportunities for students to repair and restore any harm they have caused, through logical, timely consequences. Positive behaviours are taught and reinforced through the *You Can Do It* program. Negative behaviours are tracked to ensure responses are data-informed.

## **Profile:**

Lockwood Primary School (current enrolment 163) is situated in an expanding rural/residential area, 14 km southwest of Bendigo and caters for the first seven years of formal schooling.

The rebuilding of the school in 2000 created modern buildings that reflect 21<sup>st</sup> century educational principles, including flexible learning spaces which provide for a wide range of adaptive teaching and learning activities. The school's architecture directly supports our goal to meet each learner at their point of growth.

Our vision statement, *Learning, Caring, Laughing, Sharing* is embodied in our philosophy:

- to meet all learners at their individual point of growth,
- to engage students in their learning journey, and
- to foster the skills and habits that will enable our students to:
  - thrive in a rapidly changing world,
  - adapt to future challenges,
  - be healthy, caring and contributing global citizens.

Lockwood Primary School students can expect to experience a sense of calmness and safety within a friendly, caring environment. The *You Can Do It* keys to success form the basis of our wellbeing program and cascade through our assembly program, weekly awards and weekly newsletter. A restorative approach is central to our philosophy and focuses on learning from mistakes and providing opportunities to repair and restore relationships.

Research indicates that an integrated curriculum is the most powerful way to foster deep understanding. We strive to integrate the curriculum as much as possible; so that all aspects of the learning program relate to the term's central inquiry or theme. Thematic language is thus continuously reinforced through a range of subjects and activities. This includes integrating our specialist program, excursions, incursions and special events. Curriculum delivery is through multi-age classes. Features of our curriculum include:

- School-wide specialist classes in Science, Creative Arts and ICT;
- Mandarin Language Program for all students Prep – Grade 6;
- Embedded programs, including: Reading Recovery, Instrumental Music, Health, Library and Physical Education (including inter-school athletics sports, cross country, swimming & gym programs);
- Personal and Social Development programs including *You Can Do It*, Buddies program, Health Education, Musical Production, Camps for Grades 1 to 6, excursions and incursions, Bike Education (Grade 5), Peer Mediation, Junior School Council, Tournament of Minds, Righteous Pups, Grade 6 Graduation and Energy Breakthrough.

- Opportunities to develop and use Information and Communication Technology skills are provided at all grade levels, with a 1:1 technology program in place for Grades 3 – 6 and readily-available technology in every classroom.

Lockwood Primary School Council is the major policy and decision-making body in the school and incorporates staff, parent and student representation. Every committee includes a parent representative, drawn from Council. We also have a very active Junior School Council which hosts our weekly student-led assembly, is represented at Council and has input into decision-making at the school. Our vibrant and dynamic Parent's Club is responsible for major fundraising and student-based initiatives including special lunch days, free fruit Tuesdays, lunch order program, dance program, Halloween Disco, Book Fair and a major raffle.

Our approach to student behaviour management is founded on a Restorative Practices approach that ensures students take ownership of their behaviour and repair or heal any harm that results from their poor behaviour choices. There is a clear series of consequences that escalate with repeated unacceptable behaviour.

**The Student Engagement Policy is underpinned by the following principles:**

- All individuals have a right to be valued and treated with respect.
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interests and ambitions. Students have a right to learn from and rectify mistakes.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged; where consequences are logical rather than punitive and where children have opportunities to repair and learn from poor choices.
- Teachers have a right to expect that they will be able to provide an orderly and cooperative learning environment.
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- The Principal and staff have an obligation to fairly, reasonably and consistently implement the Student Engagement Policy.

## Section 2: Whole School Prevention Statement

At Lockwood Primary School we are committed to distinguishing between the behaviour and the child. We explicitly teach the *You Can Do It* program and have a clear set of School Rules based on our values of *Learning, Caring, Laughing and Sharing*.

We share a belief that positive behaviour cannot be assumed – in many cases, children need to be explicitly taught how to behave in school situations. Whilst the consequences for misbehaviour are not enjoyed by students, they help to teach them positive behaviour. Research indicates that positive behaviour change occurs in response to consequences that keep the child connected to their school community. Punishing negative behaviour tends to isolate children and does not achieve long-term results or an intrinsic desire to “do the right thing.”

We respond to misbehaviour with a *Restorative Practices* approach that teaches children to take responsibility for their conduct and to repair the harm caused by their misbehaviour. We aim to create a school community that upholds our values and beliefs through implementation of consequences, without needing to teach children through punishment or belittlement.

### **At Lockwood Primary School we strive to:**

1. Create a positive school culture using *the You Can Do It* wellbeing and resilience-building program
2. Build safe, supportive and respectful relationships
3. Promote pro-social values and behaviours
4. Encourage student participation
5. Proactively engage parents and carers
6. Implement preventative and early intervention programs
7. Respond to individual student’s academic, social and behavioural needs
8. Engage with the community

In saying this, the Principal and staff may implement a variety of measures when a student’s behaviour does not comply with the Student Engagement Policy. These measures will take into account:

- the age, disabilities and impairments of the student
- the nature and seriousness of the breaches of the Student Engagement Policy
- the number of times a breach has been repeated
- student behaviour records and data, including previous consequences

When a student violates rules under the Student Engagement Policy, teachers should implement consequences that are logical and consistent with the rules. Rules and consequences must be clearly explained. Students should understand the connection between their behaviour and the consequence. Consequences are graded in severity, with emphasis on students being accountable for their behaviour and provided opportunities to repair harm.

At Lockwood Primary School we have the following programs and strategies in place that promote high student engagement, attendance and positive behaviours. The programs and strategies are broken into a staged response: Level 1 – Primary Prevention, Level 2 - Early Intervention and Level 3 – Intervention and Escalated Action.

## **LEVEL 1: PRIMARY PREVENTION**

The following proactive strategies serve to connect and engage students, parents and teachers within the school and local community. The strategies serve to support school-wide positive behaviour and also provide opportunities for students to demonstrate pro-social behaviours in a range of contexts:

### **Primary Prevention Strategies that support whole school positive behaviour:**

- Clear articulation of the School Rules at the start of the year, including workshops led by Junior School Council;
- Collaborative formulation of Classroom Expectations in alignment with the School Rules and Expectations;
- Weekly Circle Time sessions for all classes with a trained Restorative Practices Facilitator;
- High level communication of the You Can Do It weekly focus and behavioural expectations, shared with the School Community and reinforced via: Weekly Newsletter, website, Facebook page;
- Explicit use of Restorative Practice techniques by the classroom teacher in the first instance;
- *You Can Do It* wellbeing and resilience-building Program, linking classroom ↔ whole school ↔ home;
- Student of the Week Awards and Weekly Principal Awards – based on the *You Can Do It* focus;
- Early intervention for students at risk. This includes reports from previous schools or kindergarten, reports from parents/care givers and assessments by teachers and agencies ;
- Clear statements of expectations regarding student attendance communicated to parents;
- Prep transition and introductory program (during Kinder and in Term 1 for four weeks) ;
- Anti Bullying activities, guest speakers, JSC classroom events, posters and slogans, Life Education program and wellbeing/resilience incursions and activities;
- Cyber bullying and cyber safe training for all students with posters displayed and cyberbullying information shared with parents.

### **Primary Prevention Strategies that foster connectedness within and beyond the School Community:**

- Special traditions – Mother's Day/Father's Day breakfast, End-of-Year concert, Graduation Ceremony, school information nights, book week parade, footy fun day, School Fair, end-of-year party lunch;
- Special celebration days – determined each year with student input via Junior School Council classroom representatives;
- Parents welcomed to both Monday morning and Friday afternoon assemblies;
- Parents encouraged to assist in classrooms and in other areas of the school;
- Implementation of the SENTRAL system for academic reporting, parent portal communication and behaviour monitoring and tracking;
- Involvement of parents, staff and Junior School Councillors in school council policy making and in developing the school's strategic direction;
- Conduct two parent/student and teacher interviews each year;
- Undertake Student Support Group Meetings every term for identified students;
- Assessment programs are monitored and shared with parents.

### **Primary Prevention Strategies that provide role-modelling and opportunities to practice positive behaviour:**

- Junior School Council – highly visible, active in school, excellent role models;
- Better Buddies Two-Year Program, linking each Prep with a Grade 5 buddy;
- Extensive school sports program:
  - Interschool sports including athletics, Winter sports, Bike Education, fun run and Junior Fun Day;
  - Attendance at Zone, Regional and State level sporting events is supported and encouraged;
- School excursions, incursions and camps that align with and reinforce the curriculum program;
- School music program, performance opportunities, choir and private instrumental tuition;
- Extension opportunities including Tournament of Minds;
- Involvement with the local Community;
- Development of outside play area, fitness track and whole school master plan;
- Out of School Hours Care Facility.
- As students move through the school, their responsibilities increase. Senior students are expected to be role-models to younger students and to give back to the school community. Grade 5/6 students are involved in the following:
  - Year 6 to year 7 transition program
  - Better Buddies program
  - year-round interaction with Crusoe College;
  - Prep/1 Buddies program
  - Peer Mediation Program
  - Grade 6 Energy Breakthrough program and associated fundraising;
  - Grade 5 Righteous Pups program;
  - Coordination and running of the *Health Snacks Canteen*
  - Coordination and running of the *Fun Factory Lunchtime Activities Program*
  - Recycling and rubbish collection program

#### **Primary Prevention Accountability Measures:**

- All teachers complete an annual Performance and Development Plan that aligns with all policies and includes strategies for student engagement;
- Strategic and Annual Implementation Plans include accountability measures for Student Engagement;
- Weekly staff bulletin and whiteboard for staff communication;

#### **LEVEL 2: EARLY INTERVENTION**

- Lunchtime Restorative Sessions are run by the Principal every day. If allocated to a Restorative Session, students are not permitted in the playground and, instead, are required to attend their Restorative Session in the library with the Principal. Restorative Sessions should be issued according to the attached process guidelines.

Restorative Sessions follow a prescribed format in which students firstly, identify the School Rule that has been broken. They reflect on their behaviour and, in consultation with the Principal, commit to a strategy to repair the harm. The incident itself and the strategy to restore the situation are documented and parents are informed via email. In some cases, parents are phoned to discuss the incident.

- We are committed to a *Parents as Partners* approach through prompt communication of concerns
- Referral to welfare support (Child psychologist, social worker, counselling, intervention from other agencies)

- Implementation of additional Restorative Practices including circle time, class conferences, harm minimisation and restoration
- Monitoring, recording and following up absences;
- Behaviour Management Plans;
- Soft and close communication (staff approach to talking to students – Move closer to the student and speak softly).
- Student Support Group meetings held every term for students 12 months below expected levels, 12 months above expected levels and for children identified with Special Needs, including behavioural needs.

**Level 3: Further Intervention and Escalated Action**

- Extensive communication with parents and support agencies
- Suspension
- Alternative setting
- Expulsion

## **Section 3: Rights and Responsibilities**

**Every member of the Lockwood and surrounding community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We believe everyone deserves to be treated with respect and dignity.**

Lockwood's school rights and responsibilities have been agreed to by our students, parents and teachers and have been developed in consideration of the following Acts (these Acts can be found in the Appendix).

- Equal Opportunity Act
- Charter of Human Rights Act
- Disability and Discrimination Act
- Education and Training Act

### **1) Education**

All students have the right to an education and shall be recognized without regard to race, colour, religion, national origin, sex, marital status, disability, or ability to pay.

Student responsibilities include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the responsibility not to interfere with the education of fellow students or the orderly operation of the school.

Parents' responsibilities are to ensure children attend regular school and to support the school rules and regulations.

The school has an obligation to teach its students and teachers as well as train staff in appropriate strategies regarding bullying and cyber bullying.

### **2) Environment**

Students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning.

Students have a responsibility to help the school staff in operating a safe school by abiding at all times to the school rules.

Parents have a responsibility to support the school rules.

### **3) Respect**

Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.

Students have the responsibility to respect the rights of their fellow students and to respect both the rights and authority of teachers, school staff and the school Principal.

Parents have a responsibility to support the school and support their child in behaving in a respectful manner towards teachers, students and property.

#### **4) Property**

Students have a right to expect that other students and school personnel will respect their personal property.

Students have the responsibility to respect personal property, rights of other students, teachers, school staff and the Principal, as well as public property, including equipment and school buildings. Students are responsible for the personal property that they take to school, on a school camp and excursion, or on a school bus.

Parents have the responsibility to explain to their children the school's expectations regarding property and the school policies.

#### **5) Participation**

Students are expected to participate in all school activities. However, students who do not comply with all school rules and regulations may lose the opportunity to participate in school camps and excursions and other day to day school based activities.

Students have a responsibility to comply with all rules and regulations governing student conduct at all school-sponsored functions.

Parents have a responsibility to ensure their children comply with school rules and regulations.

## Section 4: Shared Expectations

At Lockwood Primary School we promote shared expectations of principals, teachers and school staff, students and parents/carers. These shared expectations are around participation, resources, relationship building, the physical environment, curriculum, provision of support and partnerships and include behaviour and attendance.

Shared expectations at Lockwood Primary School are:

- clear and specific
- positive and focussed on pro-social behaviours
- supported by procedures and programs to ensure success
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Expectations of students at LPS include:

- positive participation
- ask for help/ask questions
- enjoy being in class
- treat classmates/teachers with respect and dignity
- value school resources
- regular attendance
- support classmates/teachers

Expectations of teachers at LPS include:

- create an engaging lesson
- provide enjoyable classrooms
- make sure every student has an equal opportunity to participate
- ask for student input into the curriculum and class environment
- listen to students and value their contribution
- listen to parents insights into their children's learning
- provide a wide range of resources to engage students
- understand the needs of students and accommodate those needs

Expectations of the principal at LPS include:

- provide leadership, not only to school staff but to students as well
- ensure staff, students and the wider school community understand their expectations
- ensure staff and students have the resources and equipment to assist them in the process of teaching and learning
- the curriculum of the school takes into account the needs of specific students where applicable (such as students with disabilities, ESL)
- encourages the participation of parents

Expectations of parents/carers at LPS include:

- support for their children attending the school
- cooperation with requests from the school
- promoting positive educational outcomes for their children
- ensuring their children are attending school
- communicating clearly with the school about the needs of their children
- promoting a positive image of the school through positive talk at home and in the community

## Section 5: School Actions and Consequences

The Principal and staff may implement a variety of measures when a student's behaviour does not comply with the School Engagement Policy. These measures will take into account:

- the age, disabilities and impairments of the student
- the nature and seriousness of the breaches of the Student Engagement Policy
- the number of times a breach has been repeated
- student behaviour records and data, including previous consequences

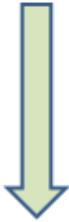
Restorative actions and consequences are to be viewed as having an educational role and aim to foster positive relationships and retain the dignity of the student. School actions and consequences respond to inappropriate behaviour through an incremental and staged response that has a prevention and early intervention focus.

When a student violates rules (Please refer to Appendix for school rules and bullying policy) under the Student Engagement Policy, teachers should implement consequences that are consistent with the school's approach. Rules must be clearly explained so that students understand why there are consequences. The student should understand the connection between the behaviour and the consequence. Consequences should be graded in severity, with emphasis on students being accountable and learning to take responsibility for their behaviour and should provide opportunities to repair harm.

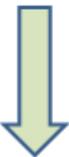
The flow chart on the following page shows a step by step approach to school actions and consequences:

# PROMOTING A POSITIVE CULTURE AT LOCKWOOD P.S.

When everyone follows the rules...



A positive school environment where everyone feels safe, happy and cared for.



Everyone learns and improves  
Positive students  
Positive staff  
Positive parents

When the rules are broken...



Warning/Reminder



Classroom Consequence or Yard Duty Supervision



Restorative Lunchtime Session



Support Team Meeting

## PROMOTING A POSITIVE CULTURE AT LOCKWOOD PRIMARY SCHOOL



A positive school environment where everyone feels safe, happy and cared for.



Everyone learns and improves  
Positive students  
Positive staff  
Positive parents

Our goal is for everyone to follow the rules.

If a rule is broken, the harm is repaired so that everyone feels safe.



*"Learning, Caring, Laughing, Sharing"*

### **Step 5: Serious Breaches of Student Discipline**

Principal, staff and parents involved will follow DET guidelines for the Student Engagement Policy:

- Meeting to formulate Behaviour Management Plan or Behavioural Contract with parents and principal.
- Parents and principal to sign.
- Student warned that if they break the contract they will be suspended (level of suspension depends on severity of behaviour and disability).
- Student breaks contract. Parents informed.
- Student suspended (school will follow the course of action signed off by parents and the principal in the behavioural contract )
- Students who continue to break student behavioural contracts will be considered for Expulsion.
- Expulsion shall follow the guidelines set out by the DET in their student engagement handbook.

# THE LOCKWOOD PRIMARY SCHOOL RULES

## **The Learning Rule:**

We focus on our own learning and allow others to learn.

## **The Caring Rule:**

We care about people's feelings.

We care about the school environment.

We take care of our own, other people's and the school's property.

## **The Laughing Rule:**

We do our best to make our school a safe, happy and positive place for everyone.

## **The Sharing Rule:**

We share a responsibility to uphold the values of Lockwood Primary School. We do this by following the rules, owning our choices, repairing any harm we may cause and being proud ambassadors of our school.

## **The Restorative Approach.**

Lockwood Primary School believes that school should be a positive and enjoyable experience, free from all forms of harassment.

With this in mind, we have adopted a **Restorative Approach** to behaviour management.

### **What Is Restorative Practice?**

Restorative practices are innovative ways to:

- Build caring communities around students whilst not accepting harmful behaviour. In other words, supporting people to take responsibility for their actions and repair any harm that's been done.
- Involve all those affected by the conflict to find another way forward, reducing anger and resentment.
- Recognise and encourage the contributions that staff, parents, carers and the community make in promoting great relationships that enable better behaviour and better learning at Lockwood.

### **BENEFITS OF RESTORATIVE PRACTICES APPROACH:**

- Makes school a safer, happier place where students' talents are recognised and rewarded.
- Raises attendance levels.
- Reduces incidences of bullying.
- Provides greater opportunities for support and mediation when conflict occurs.

### **The Restorative Chart.**

#### **To the person who has done the harm:**

What happened?  
Who else was there/around when it happened?  
What were you thinking at the time?  
Who has been affected/upset/harmed by your actions?  
How do you think they have been affected?

#### **To the person who has been affected:**

What was your reaction at the time of the incident?  
How do you feel about what happened?  
What did you think at the time?  
What have you thought about since?  
How has it upset/hurt/harmed you?  
What has been the worst or hardest thing for you?  
What is needed to make it right/to make you feel better?

#### **To the person who has done the harm:**

Is there anything else you want to say?

#### **To each person including any observers:**

What would you like to see happen to repair the harm?  
Is that okay? / Do you agree? Is that fair?  
Is this realistic and achievable?  
How can we make sure this doesn't happen again?  
Is there anything I can do to help?  
Is there anything else you would like to say?

#### **Conclusion:**

Formally record the agreement.  
Congratulate the students for working it out.  
Arrange time to follow-up / meet again to see how things are going.

**To each person:** Is there anything else you would like to say?

## **EVALUATION**

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

Key References: