Student Engagement Policy & Procedures
Date: May 2013

1. School Profile Statement
   Established in 1874, Williamstown North Primary School is located in a residential area of the historic port of Williamstown within the City of Hobsons Bay.
   The school places high value on its rich heritage. Many of our students are the children or grandchildren of past pupils and a sense of continuity and communal belonging is reflected in the schools programs and active involvement within the broader local community. A high level of parent participation is characteristic of our school.
   While the school has been in existence for almost 140 years, it occupies a modern, well-maintained set of buildings constructed in the late 1990s, when the school was rebuilt and later with the addition of the Junior Learning Centre, which was part of the RWB Federal Building Project.
   As a learning community we actively work towards providing a level of engagement to challenge and support all students and believe that, Williamstown North Primary School is a dynamic and inclusive learning community that promotes personal excellence, creativity and empowerment (School purpose statement, Strategic Plan 2013).
   Williamstown North Primary School has a solid commitment to high quality teaching and learning, at all levels of the school and across all programs. As a Professional Learning Community strong degrees of collaboration are expected between all staff members to ensure planning structures operate and reflect essential curriculum milestones for students.

2. Rights and Responsibilities
   Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.
   A comprehensive education program in relation to bullying will continue to be implemented at Williamstown North Primary School. The school's approach including Cyberbullying and Bullying and harassment will be supported through a range of whole school preventative programs, such as, Cool Calm Kids (Prep), Bully Busters/Nexas Arts (Year 1 - 4) and Project Rocket (Year 5 & 6). For definitions see Appendix 3.

   **Rights and Responsibilities of Students**

   **Rights**
   **Students have a right to:** -
   - Work in a secure environment, without intimidation, bullying (including Cyberbullying) or harassment.
   - Participate fully in the school’s educational program.
   - Fully develop their talents, interests and ambitions.

   **Responsibilities**
   **Students have a responsibility to:** -
   - Participate fully in the school’s educational program and to attend regularly.
   - Students should also be expected to display positive behaviours that
demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

- Demonstrate respect for the rights of others, including the right to learn and will contribute to an engaging educational experience for themselves and other students.
- Progress through school, whereby they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- With support, participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/Guardians

Rights
- Parents/Guardians 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.

Responsibilities
Parents/Guardians have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.
- Ensure their child’s regular attendance.
- Engage in regular and constructive communication with school staff regarding their child’s learning.
- Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights
Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment.
- Be informed, with Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Responsibilities
Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement the engagement policy.
- Know how students learn and how to teach them effectively.
- Know the content they teach.
- Know their students.
- Plan and assess for effective learning.
- Create and maintain a safe and challenging learning environment.
- Use a range of teaching strategies and resources to engage students in effective learning.
Engage in communication with parents regarding their child.

3. Whole School Welfare Procedures
At Williamstown North our agreed school values that we, as individuals and collectively, believe in and practise are:
- Respect: - for yourself, others and the environment.
- Responsibility: - to be relied upon to do the right thing.
- Resilience: - to stay calm and bounce back.

Along with the implementation of the, You Can Do It! Program (YCDI), where the goal is to provide students with the foundation Keys of Getting Along, Organisation, Confidence, Persistence and Resilience, we endeavour to lay the foundation for the development of the skills that will promote positive behaviours within a supportive environment when interacting with their peers, teachers, family and in the wider community. We work to instil a sense of pride for the way we interact with others and in the work that we do.

Classroom/Playground Consequences – See Appendix 1 & 2
Consequences for behaviours which are not consistent with our School Values or You Can Do It! Foundation Keys are outlined here, which apply across each team and to the wider school.

School Management Plan- Shared Expectations

Classroom/Playground
Within all programs across the school, teachers along with the students, develop an agreed list of behaviours that reflect the collective message of our school values and YCDI Program. The statements are framed using positive language along with devising a list of possible rewards that students can work towards. Examples are; verbal praise, stickers, Thumbs Up Award, whole class rewards or activities. These are displayed and referred to, reinforcing in a positive manner, the demonstration of our values and YCDI! Foundation Keys by individuals and the class group.

All students, whether they are being bullied or targeted, a bystander, or are bullying or harming others, are able to play a role in preventing and responding to concerns about safety and wellbeing. This can involve talking to a teacher about what is happening so they can work together to resolve the issue. Students should be active in promoting and engaging in respectful relationships to prevent bullying and unacceptable behaviour.

Classroom & Playground Procedures
The 3 Step Rule, is used both within the classroom and playground environment to assist in managing behaviours that result from making inappropriate choices. Students across the school will be familiar with and encouraged to apply these to situations, delivering a message that is clear and consistent.

3 Step Rule: -Letting the others know by using the following statements,
1. Stop it, I don’t like it.
2. Stop it, or I’ll tell the teacher
3. I’m going to tell the teacher

4. School Welfare Procedures
- The key components of the school’s welfare processes are:
  - The Assistant Principal is the Welfare Coordinator in the school and he or she will liaise with the school Psychologist, Welfare Teachers, members of the School Wellbeing Key Reference Group, Team Leaders (the staff members
identified as leading at the Prep, Year 1 & 2, Year 3 & 4 and Year 5 & 6 level),
teachers, students, parents or outside agencies.
- School Welfare Teachers.
- School Wellbeing Key Reference Group.

- If a teacher identifies a child to be in need of ‘welfare support’, the steps to
  consider are:
  - If it is an urgent or crisis matter contact the Principal/Assistant Principal for
    immediate assistance.
  - If it is a non-urgent matter:
    i. Speak to the Principal, Assistant Principal or relevant Welfare Teacher.
    ii. Complete a referral form and give it to the Assistant Principal.
- The Assistant Principal will refer the request to the appropriate person, i.e. the
  school Psychologist, Welfare Teacher or outside agency.
- Behavioural Management issues should be dealt with in line with the school’s
  Student Management Plan.
- If a Professional Learning Team identifies a particular welfare issue affecting
  children within the year level, the Team Leader will consult the Principal,
  Assistant Principal or Welfare Teachers to have the issue addressed. For
  instance, it may involve the implementation of a particular social skills program
  or other initiative.
- Welfare issues at a team level or across the school may be addressed by the
  School Wellbeing Key Reference Group.
- Mandatory Reporting (refer to dot point – Reference to Other Policies &
  Documents Page 7).

Welfare Support Groups.
- If it is considered that a student requires welfare support for an extended period
  of time i.e. for a Term or more, then a Welfare Support Group may be
  established. For a child, this group may comprise the child, parent, teacher,
  Welfare Teacher, Psychologist, Principal/Assistant Principal, student advocate
  or outside agent. (For a staff member the group may consist of the staff
  member, staff advocate (colleague), Psychologist, Principal/Assistant Principal).

- The school (i.e. via the School Wellbeing Key Reference Group) will identify
  staff Professional Learning needs in relation to welfare. Such Professional
  Learning sessions may be conducted as part of a weekly Staff meeting, a
  special Professional Learning session or Curriculum Day activity.

School Wellbeing Key Reference Group
- A School Wellbeing Key Reference Group with representatives from across the
  School will be established at the beginning of each year.

  The School Wellbeing Key Reference Group will:
  - Work to create and maintain a positive and supportive environment.
  - Provide support for staff, students and parents/guardians.
  - Enable staff to access relevant training or Professional Learning.
  - Ensure staff are confident, skilled and proactive in the management of student
    welfare issues.
- Oversee the reviews of School Wellbeing related policies.
- Oversee the implementation of whole school wellbeing programs including YCDII!, Values and Drug Education.

- A Safety committee will be established at the beginning of each year. This committee will comprise of the Principal, Assistant Principal, the school's Occupational Health and Safety representative and the Displan Coordinator. This committee will be responsible for the implementation of the Occupational Health and Safety Policy, the compliance checklist and emergency and management procedures.

- Each Professional Learning Team will have a representative who will communicate safety issues or requests to the Occupational Health and Safety Committee.

**Junior and Senior School Welfare Teachers**

- Each year a Junior and Senior School Welfare Teacher will be appointed. These will be experienced teachers with a strong interest in student and staff welfare.

- The school will endeavour to provide funding through the school global budget for the Welfare Teachers to undertake the role.

- The Welfare Teachers do not replace the role of the school Psychologist in any way. The position is an additional level of support in the school.

- The Welfare Teachers will:
  - Be a member of the School Wellbeing Key Reference Group, where possible.
  - Liaise with the Principal, Assistant Principal and Psychologist on a range of school welfare issues.
  - Liaise with teachers in relation to individual student welfare needs.
  - Provide or facilitate (where relevant) support to children experiencing behavioural, social and emotional difficulties, which may be impacting on their ability to interact and learn.
  - Conduct social skills groups with children with identified needs, as required.
  - Provide School Wellbeing Key Reference Group with regular updates on welfare issues.
  - Maintain a weekly ‘running sheet’ for the Principal and Assistant Principal on their current welfare focus (students and groups).
  - Provide feedback where necessary to teachers and parents on a student’s welfare progress.
  - Bring to the attention of staff relevant welfare issues.
  - Attend student support meetings where necessary.

- The school will:
  - Provide opportunity for the Welfare Teachers to undertake Regional and other welfare training and professional learning.
  - Provide opportunity for the Welfare Teachers to attend the annual Welfare conference.

- If a teacher is concerned about the welfare of a child at any time, they may contact the Principal, Assistant Principal or Welfare Teacher directly. If the Welfare
Teacher is asked by a teacher to assist a child he or she will inform the Assistant Principal prior to providing support.

**School Wellbeing Programs**
The School Wellbeing Key Reference Group will oversee the implementation of the various ‘Programs’. Each program will be coordinated by a designated teacher or teachers.

- The school will endeavour to give teachers the opportunity to participate in training with regard to the Programs.
- The school will endeavour to implement whole staff Professional Learning for the identified Programs.
- Recommendations for additional, or alternative Programs, will be considered by the School Wellbeing Key Reference Group.

**School Actions**

- **Behaviour Management** If a child is continually displaying inappropriate behaviour or their behaviour is deteriorating, then a Behaviour Management Plan should be considered. This is similar to an Individual Learning Plan. It is developed in consultation with the parents and the child and is aimed at establishing positive behaviours by the child, focusing on the School Values and YCDI! Foundations. When developing a B.M.P. the teacher concerned should consult the Team Leader, Principal/Assistant Principal, parents, students and possibly the school’s Psychologist.

- **Behaviour Management Plan**
At the same time as the Classroom Management Plan is established, the teacher should record, in the children’s words behaviour statements which correspond to each Value, appropriate for the playground. The statements should be expressed in terms appropriate for the year level. Example: “In the playground we show Respect by ……………” (Repeat for each of the 4 Values).

- In the playground, as in the classroom, a set of Rewards and Consequences will apply.
  
  Playground Rewards may include: -
  - Verbal praise.
  - Student of the Week
  - Thumbs Up Award & Trophy.
  - Other

- **Detention**
In line with DEECD guidelines a child may be given detention for half of any recess or lunchtime to complete unfinished work or to undertake additional work.

- If a child is given Detention for misbehaviour the child may be detained for half of the scheduled recess unless it is considered that the child presents a risk or danger to other students or staff in the playground. In this event the child’s parents will be informed in writing of the Detention arrangements.
- The teacher who deals with the child’s behaviour organises the Detention, including organising the supervision of the child. This may be negotiated with team members, the Team Leader, Principal or Assistant Principal.
- If it is deemed necessary, the child may be supervised by a Yard Duty teacher during the second half of a Recess or Lunch breaks.
- **Children must not be left unsupervised at anytime.**
- If a child’s behaviour warrants an ‘After School Detention’, a note must be sent home advising parents at least 24 hours beforehand. Detention may be given for up to 45 minutes after school. See: Detention Proforma.
- Supervision may be shared by the teacher issuing the detention, Team Members/Leader, or the school administration.

### Referral

If a child’s behaviour deteriorates rapidly or they display prolonged negative behaviour it may be necessary to seek advice and support either from the school’s Psychologist, Speech Pathologist or alternatively a support agency or health professional.

- If a teacher requires support in relation to a child’s behaviour a referral is made via the Assistant Principal. The Assistant Principal will liaise with the parents and the school Psychologist.
- Depending on the nature of the support required, the school may contact an outside agency or health professional.
- Written parental approval is required prior to a Psychologist, outside agency or health professional is arranged to provide assistance or support for a child (excluding circumstances relating to Mandatory Reporting).

### Reference To Other Policies and Documents

- This document should be read in conjunction with the Student Code of Conduct in the School Accountability and Implementation Framework.
- See also the Williamstown North Primary School Anti-Bullying Policy.
- See also the Williamstown North Primary School Sexual Discrimination Policy.
- See also: DEECD publication 1994: Guidelines for Developing The Student Code of Conduct incorporating Student Discipline Procedures 1994 and Ministerial Order No: 1, Discipline of Pupils.
- See also the Williamstown North Primary School Privacy Policy.
- See also the Williamstown North Primary School Occupational Health & Safety Policy.
- See also the Williamstown North Primary School Mandatory Reporting.
- See also the Williamstown North Primary School Buddies Policy.
**Review:**
The Student Engagement Policy will next be reviewed in line with the whole school policy review process and any DEECD requirements.

This document was ratified by School Council  

29th May 2013
Appendix 1

A sample set of Classroom Consequences for misbehaviour:

1. Verbal warning with reference made to the:
   a. Value not being followed,
   b. Appropriate behaviour required,
   c. Possible further action if ‘misbehaviour’ continues.

2. Removal from the group within the classroom for a stipulated time. The child will be spoken to by the teacher and expected behaviour reiterated.

3. Removal from the group and time out given in another class for at least 15 minutes. Spoken to by the teacher or Team Leader. **At no time will a child be placed outside a classroom and left unsupervised.**

4. Speak to the Team Leader or School Welfare Teacher about the child.

5. Parents contacted by phone and/or note and the child’s behaviour discussed. The child’s name and details of the incident to be recorded in the Consequences Book. (This book contains details of serious behaviour incidents across the school and is located in the Assistant Principal’s office).

6. Refer to Assistant Principal/Principal. A parent conference may be arranged.

7. The child may also be placed on a Behaviour Management Plan.

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**Further Action such as Suspension or Expulsion:**

If one or more of the following occurs then further action may be taken by the Principal or Assistant Principal.

If a student

1. causes a danger to the safety of other students or staff, or
2. uses offensive language or behaviour, or
3. deliberately causes damage to personal or school property,

then further action in line with DEECD guidelines may be implemented. This may include suspension or expulsion as detailed in the DEECD document – Guidelines for Developing The Student Code of Conduct incorporating Student Discipline procedures, 1994.

**Classroom Behaviour Book** Each Classroom, Specialist Teacher or Support Teacher will have a Behaviour Book to record incidents throughout the year. Names, dates, times and details of the incident/negative behaviour, including action and follow-up will be recorded.

**‘Green Slip’ – (Communication Note)** When a teacher deals with misbehaviour or an incident involving a child from another class the teacher concerned will complete a ‘Green Slip’ and pass it to the child’s class teacher. ‘Green Slips’ will also be completed by Specialist, Yard Duty Teachers, Support Program Teachers or Teachers/Leaders dealing with behavioural issues across the school. All ‘Green Slips’ are pasted into the Classroom Behaviour Book. It is the responsibility of the teacher dealing with the incident to determine the action; however the class teacher may review and change the action (consequence) where necessary. This is done in consultation with the teacher issuing the ‘Green Slip’.
‘Green Slips’ and ‘Class Behaviour Books’ enable teachers to identify patterns of misbehaviour. Once a child has three ‘green slips’ or comments about their behaviour in the Behaviour Book, then one or more of the following should occur:

1. refer child to Team Leader,
2. refer child to Welfare Teacher,
3. refer child to Principal/Assistant Principal or
4. organise a Parent Conference.
Appendix 2

Playground Consequences for misbehaviour may include:

- **a** Verbal warning (restate expected behaviour in line with the School Values and YCDI! Foundations).
- **b** Documenting the behaviour in the Playground Behaviour Book.
- **c** Accompany the Yard Duty teacher for a stipulated period of time.
- **d** Removal from the playground for the remainder of the recess - teacher to arrange supervision.
  For steps c & d above a ‘Green Slip’ will be issued.
- **e** Half Recess ‘Detention’ i.e. at the office for a period of time. At this time the child should complete a “Behaviour Reflection Sheet.”
- **f** Refer to Principal/Assistant Principal
- **g** Parent Conference arranged by the Classroom Teacher, Principal/Assistant Principal.
- **h** Further action in line with DEECD guidelines, as required.

The ‘three tiered’ lunchbreak (Bully Busters strategy) can also be considered for implementation for children with playground behaviour issues (structured activity-unstructured – structured).
Appendix 3

Definitions: - Bullying
Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

Types of bullying

There are four broad types of bullying: -

- **Harassment**: is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
- **Direct physical bullying**: includes hitting, kicking, tripping, pinching and pushing or damaging property.
- **Direct verbal bullying**: includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- **Indirect bullying**: is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
  - Lying and spreading rumours
  - Playing nasty jokes to embarrass and humiliate
  - Mimicking
  - Encouraging others to socially exclude someone
  - Damaging someone’s social reputation or social acceptance.
- **Cyber-bullying**: is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone (SMS), setting up a defamatory personal website, publishing someone’s personal or embarrassing information online, starting social exclusion campaigns, deliberately excluding someone from social networking spaces, using person’s screen name or password to pretend to be them or sending insulting or threatening text messages

(Building Respectful and Safe Schools. DEECD - A resource for school communities).