Student Engagement Policy

Policy Statement

Croydon Hills Primary School provides an inclusive, caring and stimulating environment that provides positive well being and social skills. We value student diversity and actively pursue the development of potential and lifelong learning. We strive to make good teaching happen for every child in every classroom to enable all children to learn and achieve their best.

Rationale

Croydon Hills Primary School has social and emotional learning high on our agenda and we appreciate the impact this has on academic achievement. We strive to develop each individual as is evident in our programs, extracurricular activities and interventions.

Implementation

Croydon Hills Primary School aims to create a safe and caring environment for all by encouraging positive, co-operative actions by individuals and fostering a sense of community across the school.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. At Croydon Hills Primary School teachers work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Croydon Hills Primary School strives to be a learning community where students, teachers and parents/guardians can relate to each other, and where different ideas and viewpoints are valued and respected.

Croydon Hills Primary School has a strong commitment to the Studies of Asia and globalising education. We have two sister schools in South Korea and have taken groups of students to South Korea several times as well as hosting visitors from our sister school. We also have connections with schools in India and Malaysia.

1. Guidelines

1.1 The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

1.2 The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach. See Student Management Policy
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1.3 The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

1.4 The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

1.5 The school will promote active student participation and provide students with a sense of ownership of their environment.

1.6 The school will support families to engage in their child’s learning and build their capacity as active learners.

1.7 The school will have processes in place to identify and respond to individual students who require additional assistance and support.

1.8 The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

2. Program

2.1.1 The curriculum programs of the school will recognise and respond to the diverse needs of the school’s students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs
- including a fortnightly relational program called Circles
- operating a strong Buddies program between our Foundation and Year 3/4 students
- providing a through school Transition program

2.1.2 The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities and special needs, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child’s needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers and aides working in our school is maintained and developed

2.2 Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making through using restorative practices
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

2.3 Involvement in our school by parents/guardians and carers helps children achieve the best possible learning outcomes. Parents/guardians and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, CHAPS, volunteering and staying up to date with news about what is happening in education via our newsletter and online publications.

2.4 The school’s strategies to promote pro-social values will be whole-school in focus and include close links with the AusVELS curriculum.

2.5 The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/guardians and carers and is responsive to them as partners in learning.

The school will aim to create successful partnerships with parents/guardians and carers and families by:

- ensuring all parents/carers are aware of the school’s policies
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

2.6.1 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the approach at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data
- providing a physical environment conducive to positive behaviours and effective engagement in learning

2.7.2 The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing a staged response
The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group’s for children in need
- Student Welfare Officer

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- School level report data
- Parent survey data
- data from case management work with students

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- Student Welfare Officer
- Government services
- Department of Health and Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and programs
- youth agencies
- local parent support groups
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

3. LINKS AND APPENDICES

Refer to Student Management Policy and Processes

Key Link connected with this policy is: DEECD - Child Health and Wellbeing

Appendix 1 - Guidelines for Handling Bullying
Appendix 2 – Behaviour Code
Appendix 3 – School Rules

4. EVALUATION

This policy will be reviewed annually due to changes in regulations or circumstances.
Guidelines for Handling Bullying

Croydon Hills Primary School does not tolerate bullying in any form. All members of the Croydon Hills Community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem. We believe bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal, gesture, extortion and exclusion.
- It can be carried out online through email, chat rooms or instant messaging. Examples of cyber bullying include teasing, spreading rumours, sending unwanted messages or defamation.
- It is an abuse of power.
- It can be planned and organised or it may be unintentional.
- Individuals or groups may be involved.

Some examples of bullying may include:

- Any form of physical violence such as hitting, pushing, or spitting on others.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put-downs, belittling the abilities and achievements of others.
- Making degrading comments about another's culture, religion or social background.
- Excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.

**If we are bullied:**

- We may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Our work, sleep and ability to concentrate may suffer.
- Our relationships with our family and friends may deteriorate.
- We may feel confused and not know what to do about the problem.

**What the school will do:**

- Foster a supportive environment, which encourages positive relationships.
- Provide a safe and fair environment for individuals, staff and visitors.
- Make efforts to remove opportunities for bullying by active patrol of playground and appropriate supervision of children.
- Where bullying does occur, develop strategies to support the victim and to change the behaviour of the perpetrator.

**Staff will:**

- Reduce opportunities for bullying to occur by actively supervising high risk areas.
- Be role models in word and actions.
- Use effective supervision and monitoring to deter cyber bullying.
- Be observant for signs of distress or suspected incidents of bullying.
- Build awareness and understanding of general issues related to tolerance, fairplay and bullying through classroom discussions and the curriculum.
- Ensure children are aware of their rights and responsibilities, and are aware that they will be supported in dealing with individual problems.
- Assist children to develop strategies for dealing with bullying.
- Take action with bystanders or “urgers”.
- Direct positive responses towards the recipient which communication “You are important. I believe this is a problem for you”.
- Respond to suspected incidents of bullying in accordance with school procedures (outline later in document).
- Use Restorative Practices where
  - Misconduct is viewed as a violation of people and relationships
  - Violations create obligations and liabilities
  - Problem solving focuses on healing and making things right

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Appendix 1

Student Engagement Policy Ratified November 2015
Individuals will be encouraged to:

- Treat others the way they would like to be treated.
- Develop and understanding that they can have a positive influence on the behaviour of those around them.
- Look after those around them, especially younger children.
- Let a staff member or parent know if they feel a student is being hurt by others.
- Try to work out the problem themselves by asking the person to stop what they are doing and telling the person how they are feeling.
- Talk to and get help from a staff member if the above steps don’t work or if they are feeling unsafe at any time.
- Refuse to be involved in any bullying situation and if they are present when it occurs take some form of preventative action (if appropriate) or report the incident to an adult.

Parents can:

- Be alert to any signs that your child has been bullied.
- Teach your child positive values of honesty, tolerance, right and wrong.
- Encourage your child to talk to you about any problems or concerns.

If your child has been the victim of bullying:

- Advise your child to tell a staff member.
- Inform the school if bullying is suspected even if your own child is not involved.
- Do not encourage your child to retaliate, but make it clear that the school will deal with the situation.

If your child has been involved in the bullying of another child:

- Let them know that it’s okay to tell you what has been going on and that you will support them (separate the action from the child).
- Discuss the situation with the school.

Procedures for dealing with complaints of bullying at Croydon Hills Primary School

All complaints of bullying will be handled as promptly as possible, noting that it is important to provide all those involved with an opportunity to discuss the issue and be informed of the school’s course of action. The Principal/Assistant Principal will be notified of all complaints of bullying and will be kept informed of progress in dealing with these.

1. When a student or parent raises a complaint of bullying with a staff member, the staff member will explain to them these procedures and ensure that they are kept informed of what action the school takes.
2. Any student accused of bullying (as a result of a complaint) or suspected of bullying by a staff member will be interviewed by their class teacher in the first instance. Where the case involves serious bullying, the Principal/Assistant Principal will also be involved.
3. The teacher or Principal/Assistant Principal will also interview the child who has been bullied.
4. The teacher or Principal/Assistant Principal may also request an interview with the parents of the offending child.
5. The teacher or Principal/Assistant Principal will inform the parents of the child who has been bullied and take action, as appropriate, to provide support/counseling for the child.
6. Where a case of bullying has been confirmed, the teacher will, in consultation with the Principal/Assistant Principal, determine appropriate action. Depending on the seriousness of the case, they may involve; timeout, strict supervision, counseling and/or suspension.
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Appendix 2

Croydon Hills Primary Behaviour Code

The Croydon Hills Community believes that in order to grow educationally, socially and emotionally children need to be in an environment, which is supportive, consistent and where appropriate limits have been set.

We are committed to:

- raising and sustaining the highest possible level of self esteem for our students
- giving consistent and positive support
- developing pride in our school
- developing respect and acknowledging differences
- encouraging teacher and parent interaction
- developing a united approach between the home and school
- being consistent and fair
- viewing student behaviour as a whole school responsibility
- developing social skills in students
- maintaining a safe environment
- developing anti bullying strategies
- using a restorative practices approach wherever possible

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

Ultimately parents and teachers must work together and consistently model appropriate behaviour for the code to be successful.

Restorative Practice

Our school places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. In order to achieve this we use restorative practises wherever possible.

Restorative Language

What were you thinking? How did you feel? Who do you think was affected? How do you think they were affected? How can you repair the harm?

Principles of restorative practice in our school are:

- Fosters awareness in the student of how others were affected
- Avoiding scolding or lecturing. This often distracts them from noticing other people’s feelings.
- Involves the student actively. They need to face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this.
- Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments whilst disapproving of their wrongdoing.
- See every instance of wrongdoing and conflict as an opportunity for learning. These can be used to build empathy and a sense of community in the hope that there will be a reduction of negative incidents in the future.
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Restorative Conferences aim to achieve:

- A sense of fairness and justice from all those who participate.
- The student gains a greater insight into the impact of behaviours on others.
- A healing of hurt and a repairing of damaged relationships.
- The student remains a member of the school community which can continue to offer support and a sense of belonging.

Rights and Responsibilities

At Croydon Hills Primary School we expect that students, parents and teachers will treat others as they expect to be treated themselves.

Rights

Everyone has rights provided that, they also accept their responsibilities to be fair and act in an appropriate way.

We have a right to:

- feel and be safe at school
- be respected and treated with fairness and kindness
- express ourselves in an appropriate manner
- privacy
- work and play without interference from others
- expect our property will be safe
- be given assistance from others when we need help
- be an independent individual

Responsibilities

We must accept we are responsible for our own actions and at Croydon Hills we are expected to take on the following responsibilities:

- help make Croydon Hills Primary School a caring, safe and happy place
- understand the consequences of our own actions
- respect the rights of others
- give others a fair hearing
- be punctual and properly prepared for class
- speak politely
- treat all members of the school community with courtesy, respect and consideration
- allow others to work and play without interference
- do our work to the best of our ability
- take care of all property including our own, the schools and property that belongs to others
- be a good sport and cooperate with others
Appendix 3 - School Rules

Help make Croydon Hills Primary School a safe and happy place.

This means:

**General**
- treat people the way you want to be treated
- staying out of the school building when a teacher is not present
- playing safely and fairly with others
- keeping dangerous objects at home and not playing with sticks or sharp objects at school
- not touching any dangerous objects and reporting the location to an adult
- not wearing jewellery to school (excluding studs and sleepers) or make up to school
- only bringing your mobile phone to school if you have permission from the Principal and it is turned off at school
- not bringing chewing gum to school

**Outside**
- reporting all accidents in the school to an adult
- staying in the school grounds and not leaving without permission
- not climbing on fences, trees, the skip or any part of the school buildings
- not throwing sand, stones, sticks or other hard objects
- using the school crossing correctly
- staying out of the school car park unless supervised
- walking your bike and not using roller blades or skateboards in the school grounds
- walking in covered and passive areas
- not playing within 3 metres of the boundary of the school
- only playing on designated play equipment for your class
- not using hard cricket balls at school
- only bringing your bike to school if you have a bike licence

**Cooperate and be considerate of others**

This means:
- treating others with respect, never teasing or harassing them
- being kind and helpful to others and looking after children who are hurt
- not using put downs or calling people names
- waiting your turn in the canteen line
- not taking advantage of other children especially younger ones
- thinking about and caring about other people’s feelings
- being polite
- trying to talk through disagreements with others
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- listening to others while they are speaking to you
- respecting other people’s privacy by: not playing games in the toilets, not pushing toilet doors when people are inside and not touching others without their permission
- being a good sport
- practice behaviours that will keep ourselves and others safe
- respecting and celebrating the talent of others

Be responsible for your work and work conscientiously without disturbing others

This means:
- coming into class on time
- participating in school activities
- trying to do your best at everything you do
- completing set tasks to the best of your ability
- allowing others to do their best without distracting them

Help make Croydon Hills Primary an attractive place to work and play

This means:
- taking pride in how our school looks
- caring for, and protecting our plants, trees and grounds
- placing rubbish in bins
- no graffiti
- not wasting water
- reduce, reuse and recycle materials where possible
- looking after our school buildings, furniture and equipment
- only touching the property of others when we have their permission
- using school equipment properly and returning it after use

Be responsible for yourself and your property

This means:
- accepting responsibility for the way you behave
- delivering and returning notices between home and school
- wearing correct school uniform according to the school policy
- taking care of your cleanliness and personal hygiene
- wearing a school hat outdoors in Term 1 and Term 4
- looking after and labelling your clothes and property
- leaving valuable items at home
Always represent our school with pride

This means:

- behaving in a safe, responsible and courteous manner when attending excursions, camps and travelling to and from school
- being able to win and lose with dignity at school and sporting events
- following instructions of teachers, parents and children who are helping you
- being polite and courteous to visitors
- wearing correct school uniform each day

Digital Behaviour Code

We live in an increasingly digital world. Croydon Hills Primary School encourages the use of new technologies in education and provides the resources and programs to develop these essential skills in a responsible manner. This digital environment applies to both school and home as this technology does not know these boundaries.

When using digital communication I will:

- use the Internet in a responsible manner, but if I find myself in unsuitable locations I will immediately turn the monitor off and inform the teacher
- only work on the web for purposes specified by my teacher
- not give out personal information such as my surname, address, telephone number, parents' work address/telephone number
- never send a person my picture without first checking with my teacher
- always have my teacher’s permission before sending e-mail
- compose e-mail messages using only language I understand is acceptable in my school
- not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that but I will inform my teacher immediately
- not use material from other web sites unless I have permission from the person who created the material. If I am unsure I will check with my teacher
- not use the Internet to frighten, bully or annoy another person. This applies at school and at home
- follow school guidelines and procedures when preparing materials for publication on the web

I understand that breaches of the Digital Behaviour Code may see me lose my Internet access rights for a period of time determined by the school.