

STUDENT ENGAGEMENT & WELLBEING POLICY

School Profile Statement

At Coburg North Primary School the students are challenged to strive for personal excellence and ongoing growth and development. The students are offered a broad curriculum that comprehensively covers AusVELS. The facilities at Coburg North are well maintained with generous sized classrooms, each with Interactive Whiteboards and a set of computers for student use. There is a purpose designed Art Room, Library and Physical Education facility. The Library incorporates an ICT area where weekly classes are taught by an ICT specialist. The Community Room is a host space a weekly preschool story time group. The school grounds are extensive and include playground equipment, ovals for football, cricket and soccer and asphalted areas that provide space for a variety of sports and outdoor activities. There are undercover areas where students can play, a vegetable garden and the Library is open during lunchtime once a week. The school offers a Before and After School Program.

Whole School Prevention Statement

- The Coburg North School Values are - learning, enjoyment, responsibility, trust, respect, friendliness, confidence and honesty. During the Start-Up Program which every class undertakes in Term 1, the School Values, the rights and responsibilities, expectations and behaviours of teachers and students are discussed and developed. A shared vision and mission statement are developed for each class.
- Student Safety and Behaviour – All staff are trained in Restorative Justice ensuring a whole school approach to student behaviour. Staff will use a common script in the Restorative Justice Approach. Each classroom has a Behaviour Management Flowchart. The consequences of inappropriate behaviour – Low, Medium, Serious and Extreme, are listed on the flow chart. Whenever possible, inappropriate behaviour will be resolved through a Restorative Justice approach.
- A Protective Behaviours Program is taught in every grade.
- To continue its excellence in Health and Wellbeing, the school provides dedicated time for daily physical activity, a comprehensive Physical Education Program including dance; and students in Grades 3-6 participate in Inter-school sport. Prep students participate in a Perceptual Motor Program (P.M.P) and Grades 1 and 2 participate in a Fundamental Motor Skills Program (F.M.P)
- A comprehensive curriculum is taught, endeavouring to engage all students.
- Staff recognise and respond to the diverse needs of the students, accommodating different learning profiles and rates of learning
- All staff members attend professional development in key learning areas. The strategies and activities assist with planning and teaching that aims to engage all students.
- All members of the school community will be made aware of attendance and behaviour expectations, restorative processes and consequences through Newsletters, Grade Term Newsletters, Parent Teacher meetings, Student Led Conferences and Individual Student Learning Plans and on the website.

- Strategies that Coburg North P. S uses to promote and maintain high levels of student attendance and participation include:
 - Articulating high expectations to all members of the school community that students attend school every day. This is done via the Coburg North P.S Weekly Newsletter, Grade Term Newsletters and the school website.
 - A weekly Grade Attendance Award trophy handed out at assembly each Monday morning
 - Adopting consistent, rigorous procedures to monitor and record student absence. Daily Absence Sheets and the Roll are completed twice a day. Phone calls are made early in the morning to parents of students who are absent. Notes are sent home to parents if a note or phone call has not been received.
 - Accurate attendance records are maintained on CASES21.
 - Student transfers are promptly processed and the student’s transferring school is contacted.
 - Creating safe and supportive learning environments where all students can experience success through active participation and engagement. Daily Physical activity, Inter-School Sport for Grades 3-6 and the provision of Specialist Programs such as The Arts (Visual Art, Performing Art/Music) ICT and Languages give students the opportunity to engage in a range of programs.
 - A Camping Program is held for students in Grade Prep-Grade 6
 - Transition programs are held for students–Kindergarten-Prep and Grade 6-Year 7.
 - Early identification of and supportive intervention for students at risk of non-attendance (class teacher, parents, principal and Guidance Officer)
 - Linking with the Guidance Officer and local community groups and agencies to maximise support for students and family.
 - Individual Student Learning Plans including attendance and punctuality goals.
 - A Protective Behaviours Program is taught throughout the school.
 - Student Leadership Program -Training is provided for Grade 6 leaders at the beginning of each year. With support, students carry out roles and responsibilities, give feedback and review the program at the end of each year.
 - Peer Mediators
- Student participation and student voice is encouraged by:
 - Junior School Council
 - Classroom meetings
 - Quality Tool – use of ‘Car Park’
 - Inter-school sport
 - Choir/ Band
 - Gardening
 - Whole School Assemblies
 - Buddies
 - Special Days eg Footy Days, Discos
 - Sporting Clinics

Rights and Responsibilities

- Student Attendance – Students between the ages of six and sixteen years (inclusive) must be enrolled in a registered school or registered for home schooling in accordance with the Act and the Education and Training Reform Regulations 2007.
- All students at Coburg North have the right to work in a secure environment without intimidation, bullying or harassment where they are able to fully develop their talents, interests and ambitions.

- Teachers at Coburg North have the right to expect that they will be able to teach in an orderly and cooperative environment.
- All members of the school community including parents are to be valued and treated with respect.
- The brochures - ‘Student Engagement Policy Guidelines-Procedures for Suspension’
- ‘Student Engagement Policy Guidelines-Procedures for Expulsion’
are to be made available to parents of suspended or expelled students.

Shared Expectations

The responsibilities of students at Coburg North P.S:

- Attend school every day that they are required to be there
- Arrive on time for every class
- Give information to the teacher from parents when they have been absent
- Talk with the teachers to catch up on essential work that has been missed through absence
- Work with the school to improve attendance if it has been inconsistent.
- To follow the Coburg North P.S Values

The responsibility of staff at Coburg North P.S:

- Provide transparent and workable policy and procedure documents which include clear statements of roles and expectations
- Regular and effective statements about attendance in school publications
- Encourage attendance through clear statements of high expectations and effective procedures
- Adopt a strategic approach to improve student attendance levels
- Develop staff understanding of the importance of attendance through regular professional development
- Record and monitor attendance regularly
- Pursue and record an explanation for every absence
- Identify at an early stage students who are not attending or who have inconsistent patterns of attendance
- Provide targeted support for students with attendance issues
- Work collaboratively with individual students and parents to improve attendance
- Establish links with agencies and local community groups to scaffold ongoing individual support
- Ensure the prompt processing of student transfers
- Use of inclusive practices including translation of communications
- To model the Coburg North P.S Values

The responsibility of Parents/Carers:

- Conduct themselves in a responsible manner as per “parent Code of Conduct.”

School Actions/Consequences

- Effective monitoring and early identification of students at risk of non attendance.
- Provide support and referral for chronic absence cases.
- Effective monitoring of student behaviour using the Welfare and Behaviour Folders.
- Behaviour and Management Flowchart to be displayed in every classroom
- Effective transition and support programs
- Effective student wellbeing programs

- Policies and programs which support the creation of safe and supportive school environments
- Policies and programs which support the creation of productive, purposeful and engaging learning
- Provide positive support and follow-up with students on return to school after a suspension

Suspension

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

- The principal must ensure that the suspension is appropriate to the student's- educational needs, disability or learning needs, age, residential and social circumstances. Refer to Appendix 12 –Suspension process flow chart, page 50, Appendix 13- Notice of suspension proforma, page 51 Student Policy Engagement Guidelines
- The parents of the suspended student are to receive the brochure 'Student Engagement Guidelines –Procedures for Suspension'

Expulsion

Where the principal considers that due to the severity of the situation and the possibility of immediate threat to another person, that an immediate action is required, the principal may implement an immediate suspension (refer to Element 4, Section 4.3.5) prior to a student support group being convened. Appendix 14-Expulsion process flow chart, page 53, Appendix 15-Notice of Expulsion proforma, page 54

- The parents of the expelled students are to receive the brochure 'Student Engagement Guidelines-Procedures for Expulsion'

Support Materials

Effective School are Engaging Schools – Student Engagement Policy Guidelines
Element 5: pgs 33 – 61

Evaluation



This policy was last ratified by School Council in June 2014

Behaviour Management Flowchart

Low Level Behaviours Process



Warning



Name on board – 3 marks
next to name in one day



Separation within class

Low Level Behaviours

The following behaviours will result in a verbal/visual warning and possibly being asked to move from one seat/position to another.

- Not following teacher instructions
- Non cooperation in a task or with a fellow student/staff member on first request
- Being late for class
- Speaking out of turn
- Talking over another student/staff member
- Showing lack of respect
- Consistent talking
- Disruption in class
- Dropping papers/rubbish in the yard or learning environment

Medium Level Behaviours
Process



Separation within
classroom/playground



Removal by Principal or to
neighbouring classroom if
Principal unavailable until
student settles

Medium Level Behaviours

The following behaviours will result in an entry in the classroom behaviour book. The teacher completing the entry will decide student consequences. Parents will be notified as a result of ten entries over a term.

- Refusal to follow teacher instructions after two warnings and clear direction has been given
- Purposeful ignoring of teacher request and instruction
- Answering back to staff in a rude and disrespectful tone
- Swearing around or at others
- Teasing/verbally abusing others
- Consistently talking over the teacher after being warned previously
- Not following the school values
- Putting down others
- Throwing of rocks or sticks outside
- Lying/dishonesty

Serious Level Behaviours Process



Removal from situation by the Principal



Parent contacted

Possible consequences according on the severity of the situation

- Extended detention
- In-house suspension
- External suspension

Serious Level Behaviours

The following behaviours will result in the completion of a *Behaviour Consequence Form* by the staff member on duty and filed in the *Classroom Behaviour Book*. Parents will be sent the original copy of this form and will be required to return the receipt and acceptance of consequence slip. Consequences will be determined according to the incident and the parties involved. The class teacher will be informed of the incident and the agreed consequence.

- Physical bullying – fighting, punching, kicking
- Verbal abuse of staff and/or students
- Spitting at others
- Repeated purposeful exclusion of others
- Serious level swearing
- Intimidation of others
- Inappropriate social behaviours – e.g. urinating in the yard
- Throwing dangerous objects with intent to harm
- Repeated bullying of others – visual, gesture, telephone, computer
- Repeated Lying/dishonesty

Extreme Level Behaviours Process



Removal by Principal –
suspension – number of days
to be determined by the
Principal



If the behaviour continues
there will be further
suspension



expulsion

Extreme Level Behaviours

The following behaviours will result in the completion of a student behaviour report by the Principal and may also result in suspension as determined by the Principal. In the case of suspension parents will be called to the school immediately to discuss the behaviour in question and receive a copy of suspension documentation.

- Extreme violence towards staff or students in any manner
- Premeditated violence
- Theft of property
- Significant damage to property
- Throwing objects with the intent to harm e.g. chair
- Racial, sexual bullying
- Consistent and repeated verbal abuse, swearing or verbal bullying
- Failing to comply with teacher instructions after repeated attempts
- Consistently and constantly behaving in a manner which interferes in the educational opportunity of others

RESTORATIVE JUSTICE

Whenever possible inappropriate behaviour will be resolved through a Restorative Justice approach.

- all students will be able to present their version of events
- everyone will be able to say how they feel
- everyone will work together to find an outcome that that makes things right for everyone involved
- If a number of people in the grade are involved a grade conference may be organised

When you choose the behaviour you choose the consequence.