Student Engagement Policy

Reviewed and passed by school council on Tuesday 1\textsuperscript{st} April 2014
Next review due Term 4 2016
Part 1 – School Profile Statement

Zeerust Primary School was established in 1928 where it met the needs of farming families. Our parent community now includes professionals, small business owners and wage earners, who work in nearby Shepparton. They are people who have chosen to live a rural lifestyle on large blocks. There are very few farmers now. The school community is homogeneous and is predominantly Anglo-Saxon. A very small number of working families are in receipt of EMA payments.

Parent involvement in the school is very high with 100% of families making some contribution to the social fabric of the school over the course of the year. More than a half of families are represented on school council and/or our parents and friends club. Each group is very active and supportive.

For several years now the school has a very small enrolment but in some instances these enrolments happen over generations. Over the course of a school year the school spends very little time on welfare issues and there are few serious behavioural incidents.

Our approach is to have high expectations around engagement and wellbeing. Student voice is strong particularly for senior students who are, especially if they are on the Junior School Council, expected to provide a positive role-model to the rest of the students. The school has a practice of catching kids being good and being clever. With respect to wellbeing we encourage healthy eating and provide daily opportunity for physical activity.
Part 2 – Whole-school prevention statement

Developing positive behaviour

We at Zeerust Primary School consider that a positive approach is desirable to foster a school climate within which personal responsibility and self-discipline will be developed.

We are committed to the following beliefs

- Giving constant positive reinforcement to improve self-esteem.
- Acknowledging student achievement in the newsletter and at assemblies.
- Encouraging friendship, sharing, tolerance and compassion amongst all children.
- Requiring children to accept some responsibility for their actions.
- Providing adequate supervision in the school grounds, making a special effort to observe, assist and involve children with problems.
- Developing a whole staff approach to the resolution of problems occurring both in and out of the classroom.
- Being consistent and fair in applying logical consequences.
- Encouraging understanding and awareness of the school rules.

Catch them being good, catch them being clever

- To reinforce and celebrate positive behaviours staff will record student names.
- Each fortnight the names of the students caught will be promulgated in the newsletter.
- A draw will be held from these students and a certificate will be awarded to the winning good and clever students.
- Winners will be identified each term and at the end of the year.
• The tickets will inform the choice of junior and senior annual citizenship award winners.

Relevant School Goal
• To develop and implement practices that promote self esteem and a positive attitude for all students.

Relevant Targets from our Strategic Plan (2011-2015)
• Each student to maintain a 97% attendance rate (maximum of 6 days absence/year)
• In the Parent Opinion Survey, improve the mean to at least 6.20 for Stimulating Learning, 5.90 for Reporting, 5.65 for Homework and 6.25 for Connectedness to School.
• In the Attitudes to School Survey, improve the mean to at least 4.7 for Stimulating Learning and 4.5 for Learning Confidence.
Part 3 – Rights and responsibilities

Rights:

Students:
To work and play in a safe, positive and friendly environment conducive to learning.

Teachers:
To teach in an environment where students are responsible and courteous to all.

Parents:
To expect their children will be treated fairly by all in a caring environment.

Responsibilities

Students:
To adhere to all school rules and basic rules of society irrespective of whether a staff member is present at the time.

Teachers:
To deliver a comprehensible curriculum in the eight key learning areas in a safe and caring environment.

Parents:
To support the school in ensuring school rules are adhered to by their children and to instil in their children a sense of responsibility and tolerance.

To be familiar with management practices applied in our Code of Conduct and to actively support the rules which apply to all children.

Excursions, camps, sporting trips, visiting artists
These activities provide a wonderful opportunity for children to broaden their life
experiences - be it:
• Living away from home in a different environment.
• Engaging in a cultural experience.
• Participating in a sporting event.

We urge all children to participate. It is our policy to only take children who have displayed reliable sensible behaviour at school or school excursions, or travelling to and from school. It is unfair to expect supervising parents and teachers to control unruly students who cannot be trusted to follow directions. School staff will identify such children. If your child is in danger of losing his / her invitation to go on camp or attend an outing or incursion, you will be notified, and if there is not any improvement in behaviour, he / she will be excluded from camp or the outing. Where a child displays unsatisfactory behaviour on camp, the parents will be notified and maybe expected to collect their child.
Part 4 – Shared expectations

Stakeholders were invited to comment on and add to these shared expectations.

<table>
<thead>
<tr>
<th>School Staff</th>
<th>Students</th>
<th>Families</th>
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</thead>
<tbody>
<tr>
<td>We expect all staff to build positive relationships with all individual children and their families.</td>
<td>We expect students to attend school as much as possible.</td>
<td>We expect all parents to support the school in maintaining a respectful and safe learning environment.</td>
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<tr>
<td>We expect all staff to work to raise the level of school connectedness experienced by children.</td>
<td>We expect the majority of students to conform to the expected norms of behaviour.</td>
<td>We expect all parents to take an active interest in their child’s education and wellbeing.</td>
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<td>We expect all staff to encourage student participation in all school activities.</td>
<td>We expect more of older students than younger students in respect to their behaviour and the management of their own learning.</td>
<td>Sick children don’t learn all that well and they tend to make poor decisions in the playground. Sick children should remain at home.</td>
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<tr>
<td>We expect all staff to catch children being clever and being good.</td>
<td>We expect all students to be intolerant of bullying.</td>
<td>Tired children have similar problems to sick children but all they need is rest. We would rather see them at recess refreshed and ready to learn than not at all.</td>
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<tr>
<td>We expect staff to follow up on absences where there is no explanation or the reason is deemed unsatisfactory.</td>
<td></td>
<td>We expect to be informed as to the reason for non-attendance or late arrival.</td>
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<tr>
<td>We expect staff, in consultation with students and parents, to create individual learning plans for students deemed at educational risk.</td>
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Part 5 – School actions and consequences

Introduction
Corporal Punishment is prohibited in all Victorian Schools. Corporal punishment must NOT be used at the School under any circumstances. Responses to indiscipline should be staged and measured. All stakeholders within the school community should be consulted about disciplinary measures and these need to be agreed to.

Supportive and preventative procedures
Preventative and supportive strategies are applied to encourage the development of a school climate within which personal responsibility and self discipline is fostered. eg.

- Positive rewards for desired behaviour (Catch Them Being Clever, Catch Them Being Good).
- Collegial Support - to diffuse a potential problem a child may be placed with another staff member for a specific period of time.
- Involvement of outside agencies to support children and families. eg. Goulburn Valley Family Care; DEECD. Social Worker; The Bridge; Oz Child, SCOPE.
- Liaison with Sub-regional Student Welfare and Discipline Officers.

Disciplinary Measures
The following rules may be applied when school rules are broken:

- Time out.
- Counselling and a letter of apology to the victim.
- Classroom detention (Teachers are to record these and more serious episodes in their own diary—it is recommended that minor offences be noted only).
- For serious offences (or repeated minor offences) parents will be informed by letter.
- For a further serious offence (or a series of repeated minor offences) the
student will attend a parent interview with the Principal and a parent to agree on a behaviour strategy.

- Any further offences may lead to (in increasing magnitude):
  - Further detention.
  - In-school suspension.
  - Suspension from school.
  - Voluntary transfer.
  - Expulsion.

**Logical consequences**

Are those which allow the child to learn from the reality of the social order. The student must be able to see the connection between his behaviour and the consequence. e.g. If you hit others or can’t play properly then you can’t be with other children. You are removed from the playground. If you won’t take on all the roles in a game then you will be excluded from the game. If you use technology to bully then you won’t be able to access ICT.

**Time out:**

There are two types of time out in operation:

- One version requires the individual student to determine when they come out of Time Out.
- For the second version, it is the teachers who determine the length of time out. This is otherwise known as detention.

**Detention:**

- The duration of detention should not exceed half of the times set aside for recess and lunch.
- After school detention is not appropriate for Zeerust PS.
- Non-submission of homework will result in an automatic detention to work on the homework (if it’s not at school it’s not done).

**Counselling and letter of apology:**

Where possible the counselling process will focus on helping students to develop
positive behaviour. The letter of apology gives the student a further opportunity to consider the consequences of their action.

Parent interviews:
When necessary these will take place with the Principal e.g., where there is considerable loss or damage to private property, gross misconduct or persistent refusal to work.

Suspension:
A student may, by order of the Principal of a state school, be suspended for a maximum period of five days, if, whilst attending school or travelling directly to or from school or engaged in any school activity away from school, including travel organised by the school, the student:

• Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities.
• Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property.
• Possesses, uses or deliberately assists others to use illegal drugs or substances prohibited by the Secretary of the DEECD.
• Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member.
• Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student or students.
• Behaves in a way which threatens the good order of the school’s program or facility.
• Consistently engages in unacceptable discriminatory behaviour (including harassment, humiliation and vilification) towards another person based on sex, race (including colour, nationality and ethnic or national origin ), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.

The principal of a state school may suspend a student who is fifteen years of age, or
older, from the school if the student commits an act identified in 4.7 of the Schools Reference Guide or deliberately and consistently fails to take advantage of the educational opportunities provided by the school.

In determining whether to suspend a student the principal must also take into account:
• in favour of the student any special needs of a student who has an impairment;
• the educational needs of the student;
• the residential and social circumstances of the student;
• AND
• the age of the student.

Before suspending a student for reasons other than those grounds for immediate suspension the principal is to ensure that the range of options, consistent with a staged response, has been considered. Where the number of days of suspension is equal to eight days in a school year, regional assistance is to be sought. Where the period of suspension is equal to five days a post-suspension student support meeting is to be convened.

Voluntary transfer from a school:
In some cases after the suspension conference, parents of a student may agree with a recommendation that the student might make more of his or her educational opportunity in another school. Where such agreement exists, the principal should offer assistance to the parents to find another school. Parents and students must be given comprehensive advice about the benefits that this option would provide.

When a student is transferred, the principal of the student’s former school shall ensure that sufficient background information concerning the student is given to the new school. This will enable staff at that school to develop appropriate curriculum and behaviour management strategies and to ensure that appropriate support is made available. Normal transfer arrangements, including documents signed by parents, should be completed.
Where a transfer is unable to be arranged, the student is to remain enrolled at his or her current school.

Grounds for expulsion:
The principal can expel a student from a school if, whilst attending school or directly travelling to or from school or engaged in any school activity away from school, including travel organised by the school:

- The student does anything mentioned in clause 4.7.3.2 of the School Reference Guide
  AND
- The student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension under clause 4.7.3.2 is inadequate to deal with that behaviour.

- In determining to expel a student, the principal must also take into account:
  o in favour of the student any special needs of a student who has an impairment;
  o the educational needs of the student;
  o the residential and social circumstances of the student;
  o AND
  o the age of the student.

Within 24 hours of expulsion the regional director is to be informed in writing.
Part 6 – School rules

Introduction
To live, work and play happily and co-operatively together you need to have rules of acceptable conduct. Students are expected to adhere to the following school rules irrespective of whether a staff member is physically present to enforce them.

GENERAL RULES
Rule 1
No running or pushing at the entranceways. Allow people to exit the hallway first. No running inside the school buildings. Keep noise in the corridors to a minimum.

Consequence: Time out.

Punctuality
Rule 2 a)
We should all be punctual and be prepared to settle down to work as soon as possible.

Consequence: Make up lost time if no reasonable excuse.

Rule 2 b)
When the siren (or whistle) sounds before school all children are to line up at the assembly area. When the siren sounds after recess all children are to move immediately to class. When the siren sounds at the end of lunch all children are to put sports equipment away, empty rubbish bins and collect discarded uniforms.

Consequence: Make up lost time.

DISMISSAL
Rule 3.
The class is dismissed by the teacher. Movements from the class should be orderly.

Consequence: Return to classroom and make up lost time.
THREATENING, TEASING, BULLYING AND FIGHTING

Rule 4.
Students must not threaten, tease, bully, cyber-bully or fight while at school or travelling to and from school.

Consequence: See disciplinary measures.

VANDALISM / THEFT

Rule 5
Students must have respect for all property. This includes not only books, pens, etc., but also buildings, trees, plants, playground equipment and fences. Children are not to bring dangerous items to school. Children should not bring valuable items to school as personal items are not covered by our insurance.

Consequence: See disciplinary measures, and note the following:
Damage must be made good or replaced, graffiti will be cleaned off. Detention may be given when cleaning off graffiti is an impractical consequence e.g. use of dangerous solution to remove graffiti.

In serious cases of damage or theft the matter will be reported to the police.

INAPPROPRIATE LANGUAGE / INSOLENCE

Rule 6
Inappropriate verbal or body language e.g. Foul language to a child, teacher or adult or “I won’t do that” or “you can’t make me” or bad nicknames etc.

Consequence: See disciplinary measures.

OUT OF BOUNDS

Rule 7
Children are not permitted to leave the school grounds without written permission. Students may collect balls from the wrong side of the side and back fences after gaining teacher permission. Staff will collect balls on the main road and off the roof.
Consequence: See disciplinary measures.

**LITTERING**
Rule 8
All students are expected to keep our school neat and tidy by using the rubbish bins provided and by participating in emu-bobs when directed by staff.

Consequence: The offending person is placed on yard duty and required to pick up rubbish.

**TRAVEL AND EXCURSIONS**
Rule 9
All children are expected to obey normal school rules and responsibilities while on excursions or out of school activities.

Consequence: A letter of notification sent home to parents after first misdemeanour. Permission may be withdrawn for that child to attend future camps, excursions or trips.

**BICYCLES / HELMETS**
Rule 10
Bicycles MUST NOT be ridden in the school grounds without teacher permission. Helmets must be worn.

Consequence: Repeat offenders, after consultation with parents, may be excluded from riding to school for a designated period of time.

**DELIBERATE NON-COMPLETION OF SET TASKS**
Rule 11
All children are expected to complete set tasks to the best of their ability during instruction sessions. Homework is to be handed in on the day it is due (if it isn’t at school, it isn’t done).
**Consequence:** See disciplinary measures.

**DANGEROUS PLAY**

**Rule 12**

Children are not to climb trees, use sticks as weapons, or any object as a missile. Scissors and craft knives are to be used for their proper purpose. Where a child declares a play activity to be dangerous and that it be stopped, the other child[ren] are to stop interacting with the first child immediately. Children need to consider if they want to be involved in rough play before joining any game.

**Consequence:** See disciplinary measures.

**DISCRIMINATION**

**Rule 13**

Children are not to engage in unacceptable discriminating behaviour.

*e.g. sexist, racial, physical, political etc.*

**Consequence:** See disciplinary measures.

**LEAVING TIME OUT TOO SOON**

**Rule 14**

Where possible the student will determine the length of their own time out. This rule addresses the situation where a student leaves time-out and is not ready to re-join others.

**Consequence:** The student will be returned to time out to think again.
## Part 7 – Signatures

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Peter Farrell</td>
<td>Wednesday, 30 October 2013</td>
</tr>
<tr>
<td>School Council President</td>
<td>Darren Schreck</td>
<td></td>
</tr>
</tbody>
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