

Student Engagement

POLICY

1. School Profile

At Heywood Consolidated School we aim to provide a positive and caring environment that enhances learning, supports opportunities and promotes well being for all students; creates a stimulating environment for all staff; and values and involves community input.

The values that underpin our profession also flow on through all layers of our school. As staff members we promote our core values.

2. Whole School Prevention

At Heywood Consolidated School we provide an engaging curriculum which aims to cater for individual learning needs and styles. We promote open communication with students and their families and believe strongly that the development of a good rapport can greatly assist in the development of focused work habits and prevention of unwanted behaviours.

- We model our core values;
- We provide a safe and supportive environment in which students can learn and grow;
- We encourage punctual, regular attendance of all students at school; and
- We engage students cognitively, behaviourally and emotionally by using evidence based initiatives.

The following programs and strategies are used to encourage attendance and engagement. We believe that positive reinforcement is a successful strategy for developing and maintaining engagement and we do so through our programs and personnel listed below:

Programs and Tools	Personnel
Developmental Curriculum	Student welfare officer
You Can Do It Program	Koori Educator Support officer
Learning how to learn program	Student wellbeing worker/Chaplain
Individual learning plans (ILPs)	Volunteers
School assemblies	Teaching staff
Restorative practices	Specialist staff
Buddies program	Visiting artists
Kinder and grade 6 transition programs	Artist in residence program
Development of consistent classroom and playground behaviour management	Visiting sports coaches
Child Safety policies	Winda-mara cooperative
KidsMatter	Koorie Elders
Student performance analyser (SPA)	Parent and friends association
School camping program	School Support Officer (SSO)
Student leadership program	Education Support Staff (ES staff)
Standing Tall Mentoring	HDSC Students
Extra curricula sports program	
Music festival	
Wannick tutoring	

Circle time	
Student welfare and wellbeing policies	
Sporting Schools	
Kooramook Room	
Woortpa Room 'Smiling Minds' - mindfulness	
Attendance Audit	Administration Manager, Classroom Teacher and Principal

Every member of Heywood Consolidated 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. The Heywood Consolidated School community operates under an umbrella of school and DET policies which includes the following:

- Equal opportunities
- Disabilities
- Health and wellbeing
- Koori education
- Child Safety
- Sexual harassment
- Student engagement

Teacher Efficacy

At Heywood Consolidated School, a variety of forums are available for staff for open communication and consultation. These include:

- Leadership meeting
- Whole staff meeting/Professional Development
- Year level planning meeting
- Consultative meeting

Each of these forums provides teachers with the opportunity to discuss, question, collaborate and learn about different aspects of school.

Professional Development is used to support the learning needs of individuals and teams to align with the Strategic Plan and Annual Implementation Plans. Areas for Professional Development are identified through data collection and analysis, individual teacher needs and departmental directives. At school level, teachers are allocated additional responsibilities and roles to assist in the running of the school and to enhance their skills in various areas. This process promotes accountability, team work and leadership opportunities for all.

3. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. Whilst the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The four basic principles include **FREEDOM, RESPECT, EQUALITY AND DIGNITY**. These will be used in conjunction with to Equal Opportunity Act, Disability and Discrimination Act and Education and Training Reform Act.

It is the responsibility of all school community members to understand that bullying, including cyber bullying, is unacceptable and ensure they do not partake in such behaviour. For further information refer to the school's Child Safety Policy.

Our intent, at Heywood Consolidated School is to promote a consistent and fair approach to student discipline in accordance with the Education and Training Reform Act 2006, the use of corporal punishment is expressly prohibited.

Heywood Consolidated School also particularly values the rights of learning, respect and teamwork in the school and wider environment and as such, insist on these rights being upheld by all.

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

4. Shared Expectations

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
LEARNING	Every student and teacher has the right to learn, teach and socialise without interference or intimidation in a safe and secure environment	To provide a safe and secure environment in which learning can take place, including setting and enforcing behaviour expectations Use discretion in the application of rules and consequences	Play and work safely at all times Take responsibility for their own behaviour and understand the logical consequences that follow	Understand the schools behaviour expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school
	The right to teach and learn academic, physical, social and emotional education	Use and manage the resources of the school to create stimulating, safe and meaningful learning Provide challenging learning for students at an appropriate level with the opportunity for success Be considerate of the learning needs of the whole person, including the academic, physical, social and emotional	Endeavour to be self-motivated learners Be prepared and organised for learning to occur	Ensure students attend school and have the appropriate learning materials Support their child by allowing time and support for any homework set by the school to be completed
	The right to be treated as an individual	Know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning	Explore their full potential	
RESPECT	To work, learn and play in an environment of mutual respect	Treat all members of the school community with respect, fairness and dignity	Respect the rights of others Respect, value and learn from the differences of others To follow staff instructions	Promote respectful relationships To approach the school in a calm and respectful manner
	To have access to appropriate teaching and learning materials	Share resources with colleagues, including developing timetables for equipment use where necessary	Treat all property, including own and others school materials and school property with respect	Promote respect for school property at home e.g. netbooks, home readers etc.
	The right to value, celebrate and acknowledge cultural rights and diversity	Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably	Recognize social similarities and differences and respect the right for those to be expressed	Support the school's efforts to educate students to live in a diverse world by promoting an understanding and appreciation of diversity in the home, in school and in the community
	The right to defend or explain your actions	Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom and yard Use discretion in the application of rules and consequences	Respond to consequences of non-compliant behaviour in a composed manner Be honest Adhere to school expectations	Make themselves accessible to teachers so as to ensure that mutually clear communication pathways are introduced and maintained

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
TEAMWORK	To be supported as part of a team	Build positive relationships with students as the basis for engagement and learning Engage as a supportive, active member of staff Be a leader for their students	To get along with others and treat them with respect To participate fully in all school activities	Support the school in promoting 'getting along' with everyone Attend and play an active role in student support meetings (e.g. ILPs, KELPs, BMPs, SSGs parent/teacher/student interviews)
	To be a valued member of the team	Foster relationships between students Foster relationships between teachers and parents/guardians	Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a school environment that is safe, inclusive and positive	Recognise that teachers are professionals with the best interest of the child as their number one priority

5. School Actions and Consequences:

The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and managing challenging behaviours in students. Whilst these have already been outlined in *Section C – Whole School Prevention Statement*, examples of these techniques are outlined below:

Stage 1: Prevention and Early Intervention

Suggested Strategies	School Actions
Recognise and promoting positive behaviour	<ul style="list-style-type: none">• Find out what the student is good at• Provide opportunities for each student to demonstrate their strengths• Celebrate positive behaviours at assembly• Highlight positive events in schools newsletters• Provide leadership opportunities• Give positive feedback• Students earn the right to represent the school• YCDI! Sticker charts• Super Students• Classroom reward systems• Yard reward system
Establish consistent school wide processes to identify students at risk of disengagement from learning	<ul style="list-style-type: none">• Liaise with previous schools when implementing Transition Programs• Discuss and refer any at risk student to the welfare officer for possible referral• Following whole school approaches such as <i>Restorative Practices and circle time</i>• Develop, promote, use and evaluate referrals to the Wellbeing Officer• Engage Student Services Support Officer and manage referral lists• Consult Student Performance Analyser data• Use the Student Attitude to School Survey to set whole school targets• Consult the '<i>Transfer of Student Information</i>' details provided by previous school
Establish consistent school-wide processes and programs for early intervention	<ul style="list-style-type: none">• Promote and offer students effective transition programs• Review and utilize referrals from the Student Support Services Officers• Refer and organise students for testing and determine funding levels for Programs for Students with a Disability (PSD)• Conduct Assessments to provide of evidence of student abilities• Utilise programs offered by Community Support Agencies• Establish small group engagement programs based on identified needs

Stage 2: Targeted Individual Response

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Suggested Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person	<ul style="list-style-type: none"> • Review previous school/year level files • Nominate an identified adult (class teacher, mentor) to explicitly get to know the student • Have teachers develop a positive relationship with all students and parents, one based on mutual respect • Implement a <i>Learning how to learn Program</i> at the beginning of the year to establish classroom norms • Talk to the student and referring them to the shared expectations • Discuss appropriate behaviours in the classroom e.g. see Level 1 behaviours • Communicate with parents to develop an open dialogue with parents
Establish data collection strategies	<ul style="list-style-type: none"> • Continually refer to school roll/behaviour records to determine patterns • Survey students on specific issues through focus groups • Consult compass
Establish a Student Support Group	<ul style="list-style-type: none"> • Introduce formal and informal student support group (SSG) sooner rather than later i.e. once direct intervention is being considered (when a child has been exited twice in a term the teacher will contact the parent. If a child has been exited three times in a term a formal meeting with the principal, teacher, parent and student (part of the meeting) will be arranged be the teacher. • Determine SSG frequency on a needs basis • Utilize ABLES program where appropriate • Develop and follow comprehensive plans • Ensure that all relevant staff have plans communicated to them • Modify teaching/learning practices based on an Individual Learning Plan (ILP) or Behaviour Management Plan (BMP)
Explicitly teach and/or build replacement behaviours	<ul style="list-style-type: none"> • Overtly teach Interpersonal Skills Curriculum • Modify curriculum according to the data • Frame inappropriate behaviour as a skill to be learnt and teach it explicitly. Use circle time to build replacement of inappropriate behaviours for example incorporating You Can Do It! language and values
Establish inclusive and consistent	<ul style="list-style-type: none"> • Establish and embed Circle Time

classroom strategies	<ul style="list-style-type: none"> • Have teachers name and teach to a student's strength • Ask the student to undertake tasks designed to better equip him/her to behave positively in the future • Make changes to the student's learning program to better equip him/her to behave positively • Have teachers reflect on their own practices as part of their professional practice? • Provide structured activities at recess and lunchtime • Employ Education Support Officers • Undertake regular whole school professional development that relates to student management
Establish out of class support strategies	<ul style="list-style-type: none"> • Engage SSO with children and/or staff • Involve Primary Welfare Officer (welfare issues only, NOT behaviour issues) • Inform Student Wellbeing Co-ordinator • Use Wellbeing Team expertise • Provide cooling off space (in the case of behaviour issues, student will be supervised in a separate area) • Provide flexible options where appropriate as identified in Individual Learning Plans or Behaviour Management Plan.
Seek external advice and consultation	<ul style="list-style-type: none"> • Seek and use the advice of the Student Support Services Offices staff (SSO) • Refer to Child and Adolescent Mental Health Services (CAMHS), Centres Against Sexual Assault (CASA) • Contact Community Service Organisations for individual support • Contact Regional Office staff for advice • Work with parents or carers to refer children to paediatrician
Establish consistent short term approaches to managing more challenging behaviours	<ul style="list-style-type: none"> • Follow classroom exit process (see flow chart) • Refer to the Emergency Management Unit (EMU) teachers to phone 95896266 • Principal to follow through with Level 4 and 5 behaviours on Levelled Behaviour Chart • Suspension & Expulsion: For serious disciplinary measures follow Ministerial Order No. 625 – suspensions and expulsions outlined in the DEECD guidelines.
Refer students to alternative settings	<ul style="list-style-type: none"> • Portland Bay School (Special Development School)

Appendix One: School Behaviour Management Process

Heywood Consolidated School Classroom Levelled Behaviour Chart

Level	Description	Behaviours (examples only)	Consequences
1	Acting in a manner which conforms to class expectations as outlined in the Learning How To Learn (LHTL) booklets	<ul style="list-style-type: none"> • Good manners • Empathy • Inclusive • Co-operation • Sharing • Personal best • Attentive listening • Organisation (time/equipment/things) • Resilience • Following directions • Engaging in task to the best of their ability • Being respectful (of people/property/materials) • Strive, Persist, Achieve • Use initiative • Follow directions 	<ul style="list-style-type: none"> • Sticker chart • Super student • Praise and positive response (e.g. smile, clap, thumbs up) • Class bonus time/rewards or personal (teachers reward system) • Extrinsic rewards • Intrinsic rewards • Class reward system (e.g. raffle, points, stickers) • Assembly awards and recognition
2	Acting in a manner not conforming to class expectations as outlined in the LHTL booklets	<ul style="list-style-type: none"> • Antagonising (once off) • Calling out • Snatching • Attention seeking (e.g. asking for help before having a go) • Making faces or staring (inappropriate body gesture) • Being too loud • Stepping in to others personal space (low level) • Talking whilst others are talking • Wasting time • Irritating others • Wandering around room • Distracting others • Taking things without asking • Making noises (e.g. banging, clicking pens etc.) • Taking things without asking • Low level swearing (e.g. shut up) • Low level put downs • Disrespectful/negative body language (e.g. eye rolling, huffing, muttering) 	<ul style="list-style-type: none"> • Teachers' own consequences (choose one...) <p style="text-align: center;">Verbal warning, 'the look', gestures – shh fingers to lips, one on one chats, move students, remove individual reward, sit student next to aide, keep kids in to finish work)</p> <ul style="list-style-type: none"> • 3 strikes system • Restorative • Verbal/written apology • Miss out on game time • Brief reminder of expectations • Restorative jobs
3	Acting in a manner not conforming to class expectations as outlined in LHTL booklets that infringes on the rights of others	<ul style="list-style-type: none"> • Repeatedly distracting others • Repeated interruption • Deliberate negative behaviour • Repeated or high level put downs • Refusal to take direction • Repeatedly and intentionally irritating others • Repeated disrespectful behaviour (e.g. eye rolling, huffing, muttering, back chatting) • Repeated level 2 incidents • Deliberately targeting others to manipulate social situation to their advantage • Invading others personal space with intent to intimidate • Medium level swearing (not to/at anyone) • Low level violence (e.g. pushing, shoving, slapping, poking, tripping, contact) 	<ul style="list-style-type: none"> • Classroom exit process – parent contact • Restorative • Class teacher/Leading teacher to talk to student about modifying their behaviour
4	Persistently acting in a manner not conforming to class expectations as outlined in LHTL booklets that severely infringes on the rights of others	<ul style="list-style-type: none"> • First instance of bullying (as defined by DEECD – repeated, deliberate, targeted) • Medium level violence (e.g. kicking, punching, spitting) • Deliberate and malicious disrespect with the intention to harm or hurt others • Consistent refusal • Consistently interrupting the class through physical and verbal action • Consistently disrespectful (e.g. negative body language such as eye rolling, back chatting etc.) 	<ul style="list-style-type: none"> • Immediate exit to office (or another classroom as long as other students are safe and can continue learning) • Restorative • Parent meeting • Behaviour management plan • After school detention • Suspension
5	Serious misconduct in a school setting	<ul style="list-style-type: none"> • High level violence (e.g. deliberate fighting with the intent to cause harm) • Using anything as a weapon • Sexual touching/contact • Racist/sexist comments • Leaving school grounds • High level continual bullying • Bringing unwanted items such as weapons or cigarettes to school • Smoking at school 	<ul style="list-style-type: none"> • Immediate exit to office then parents/guardians called to pick student up • Restorative • Suspension

The Department of Education and Early Childhood definition of bullying:

“Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.”

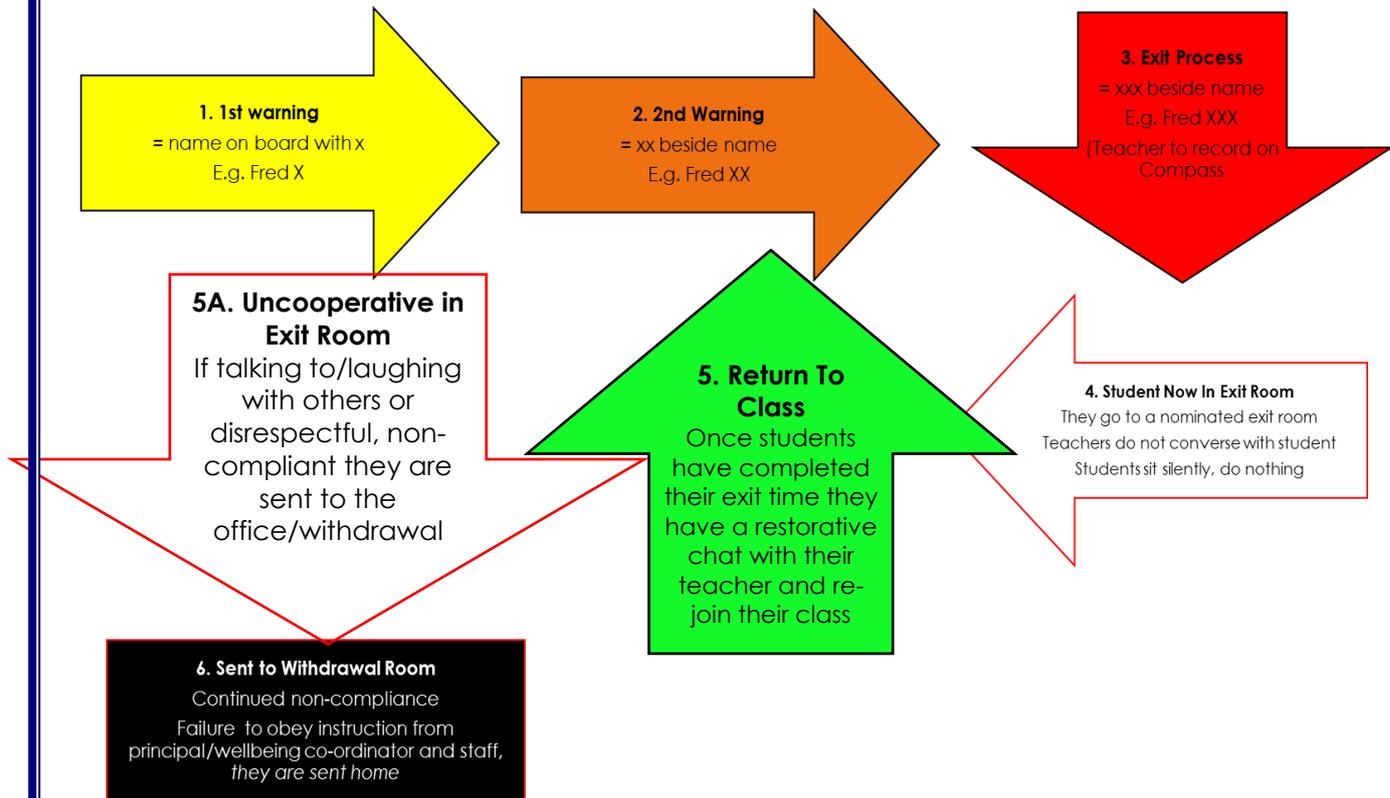
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>

Heywood Consolidated School Yard Levelled Behaviour Chart

Level	Description	Behaviour (Examples only)	Consequences
1	Acting in a manner which conforms to class/yard expectations as outlined in the LHTL booklets	<ul style="list-style-type: none"> • Including others • Getting along • Organising games • YCDI characteristics • Speaking nicely • Sharing & taking turns • Following school rules • Looking after each other • Respecting school property 	<ul style="list-style-type: none"> • Positive comments said to students • Raffle tickets
2	Acting in a manner not conforming to class/yard expectations as outlined in LHTL booklets	<ul style="list-style-type: none"> • Not including others (one off) • Minor swearing (one off) • Rough play e.g Hurting others or self, shoving/pushing, tripping, grabbing, pulling, poking, pinching • Out of bounds • Misuse of school property (minor) • Not returning to class on time • Disrespect to staff e.g. Low level back chatting (muttering under breath, 'yeah but...' talking over top of teacher), eye rolling, walking away etc. • Low level sexualised behaviour e.g. peck kissing, male/female hugging, going into other gender's toilets – must be recorded in folder • Eating out of designated area • No hat • Minor teasing • Playing in toilets/near toilet area 	<ul style="list-style-type: none"> • Restorative • Recorded in folder at teachers' discretion • Relocation i.e. told to play elsewhere • Yard restrictions
3	Acting in a manner not conforming to class/yard expectations as outlined in LHTL booklets that infringes on the rights of others	<ul style="list-style-type: none"> • Low level fighting e.g. Malicious rough play (See level 2) • Intentional swearing • Repeated level 2 behaviours • Disrespect to property • Continued or high level disrespect to staff (swearing at, refusing to walk away from an incident/area/another student etc.) 	<ul style="list-style-type: none"> • Restorative • Recorded in yard duty folder • Send to reflection • Tell classroom teacher • Parents notified by class/yard teacher or leadership • Pick up rubbish • Walk with yard duty teacher
4	Persistently acting in a manner not conforming to class/yard expectations as outlined in LHTL booklets that severely infringes on the rights of others	<ul style="list-style-type: none"> • Fighting – punching, kicking, choking, full on fights • Intentional damaging of property • Repeated level 3 behaviours • Leaving the school grounds without permission • Using something as a weapon • High level swearing (e.g. at someone) • Bullying • Stealing 	<ul style="list-style-type: none"> • Restorative/apology note • Reflection time • Fix property (paying for it, fixing it) • Parents notified by leadership • Modified privileges (e.g. play areas, camps, excursions) • Behaviour management plan • Suspension
5	Serious misconduct in a school setting	<ul style="list-style-type: none"> • Intentional highly aggressive or sexual malicious assault • Intentional malicious sexist or racist behaviour • Bringing cigarettes, alcohol, weapons or illicit drugs to school • Intentionally, maliciously hitting another person with an object (high level) • Intentional vandalism • Continual bullying 	<ul style="list-style-type: none"> • Contact parents • Interview with parent/teacher/principal • Exclusion of privileges (e.g. camps, excursions, special days) • Pre- return to yard meeting to discuss expectations • Suspension

Please note – The ‘levelled behaviours’ table only shows examples of behaviours and consequences, ultimately the school will take account of individual needs and circumstances when deciding on consequences for behaviours and will have the final say in all behaviour management matters both in the class and yard.

Classroom Exit Process



Classroom Exit Process

When a student is exited during a session, the process begins again in the next session. E.g. exited for at least 45 mins in morning session, they come back into room after recess (without name on board).

Please note, level 4 or 5 behaviours may result in an immediate exit without employing the strikes system, in this case teachers are to write a red note and inform office immediately if safety is an issue.

IF A STUDENT IS EXITED TWICE IN A DAY THEY WILL NOT BE ALLOWED TO RETURN TO THEIR ROOM. IF NO OTHER SUPERVISION CAN BE ORGANISED (at the office/withdrawal room) OR IN THE CASE OF CONTINUED NON-COMPLIANCE THEY WILL BE SENT HOME (Leadership to organise)

If your teacher has tried to help you change your unacceptable behaviour by using their own strategies (e.g. a 'look', very verbal warning etc.) they will begin using our whole school behaviour management system as follows:

1. You will be given a written warning (on the whiteboard) that your behaviour is unacceptable
 2. If unacceptable behaviour continues, you will get a cross next to your name
 3. If you get another cross you will be sent to an exit room (this might mean you lose some of your play time to catch up on the work you missed)
 4. Your teacher will then write down what happened and talk to you about your behaviour after you've had tie out in your exit room, this note will be given to leadership and kept as a record
 5. If you get sent to your exit room again (in the same term), the school will call your parents
 6. If you get sent to your exit room a third time (in the same term), your parents will be asked to come into school for a meeting to discuss your behaviour
- If you are on a behaviour plan and you are exited, you will have a consequence as outlined on your behaviour management plan

This policy was last ratified by School Council in....

November 2016