



BEAUMARIS
NORTH
PRIMARY
SCHOOL



STUDENT ENGAGEMENT & INCLUSION POLICY 2016

BNPS Student Engagement Policy

1: SCHOOL PROFILE STATEMENT

Beaumaris North Primary School (BNPS) is a Bayside school located 15 kilometres south east of the Melbourne City Centre. The school has a stable enrolment of approx 679 students. The school community represents a broad range of occupations with a majority of professionals. Beaumaris North PS has a very low SFO density (Student Family Occupation = 0.16) and our position on the “SFO percentile range” is in the top 15%. This indicates we are expected to be a high performing school and our parents have very high expectations of the school’s provision in academic learning for their children. Multiculturalism is not a key influence in our school. We have a very small proportion of students and parents who speak a language other than English at home (2008 enrolment 2.9). We currently have 6 students supported by the PSD (Program for Students with Disabilities) Our school is now part of the Beachside Network of schools, formed during the DE&T (Department of Education and Training) schools’ network initiative implemented throughout 2008. The Beachside Network includes Primary, Secondary and Special schools, extending through suburbs along the bay from Beaumaris to Port Melbourne.

Beaumaris North is now internationally accredited by the Council of International Schools and is authorised by the International Baccalaureate Organisation to teach the Primary Years Programme. The ‘PYP’ is a concept based curriculum that enables our students to inquire and develop the transdisciplinary skills needed for the 21st Century. Through the International Baccalaureate learner profiles and attitudes the BNPS students learn and demonstrate the skills to become responsible global citizens.

In line with the IBO philosophy our school vision is to develop, in partnership with the whole school community, an effective, caring and dynamic learning community. The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners.

STAFFING PROFILE

Beaumaris North PS has a highly skilled, professional and committed staff. There is a good gender balance and a mix of expert, accomplished and graduate teachers. All new staff members are supported by year level planning teams and a strong induction program which is managed by two of our Leading Teachers.

In 2016 there is a total of 61 staff working in both full time and part time capacity at BNPS. The breakdown of time fraction and roles is as follows -

- Principal
- 2 Assistant Principals 1 full time + 1 part time (both non-teaching)
- 1 part time PYP/ Curriculum coordinator (non- teaching)
- 27 full time class teachers
- 5 part time support teachers
- 2 full time specialist teachers
- 11 part time specialist teachers
- 1 Wellbeing Officer / Psychologist (part time - employed privately by the school)

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- 1 Educational Support Officer full time - Business Manager
- 3 Educational Support Officers (part time Office staff)
- 4 Educational Support Officers (part time Teacher Assistants)
- 1 First Aid Officer (full time)
- 1 Library Technician (part time)
- 1 Maintenance staff
- 1 Canteen manager

Beumaris North PS links with the community to provide a depth of extra-curricular activities and leadership opportunities. Students strengthen and develop their skills through participation in

- Inter school and District sports,
- Performing Arts including choir, soirees and concerts and performances at community events and venue
- Student Leadership positions – School Captains, Vice Captains and House Captains
- Alternate Captains for Art, Music, ICT, Library, Environment, Wellbeing
- Junior School Council
- Year 6 visits to and links with the local RSL
- Weekly and special Assemblies

We have active parent involvement in our programs and support for the school. We also have a very positive partnership with parents in the provision of high quality programs and many parent volunteers are actively involved as classroom helpers.

2: WHOLE SCHOOL PREVENTION STATEMENT INCLUDING OUR STATEMENT OF COMMITMENT TO CHILD SAFETY

Beumaris North Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Beumaris North Primary School has zero tolerance for child abuse.

Beumaris North Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. This will include the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Beumaris North Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Beumaris North PS provides a pro-social school culture that promotes positive relationships across the entire school community. The school values of Responsibility, Respect, Trust, Care and Empathy are fundamental to these relationships. Another major component of our approach to prevention is teaching positive behaviours that are embodied in the International Baccalaureate learner profile and

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are underpinned by the attitudes of the Primary Years Programme. Our values are actioned by agreed norms and demonstrated through our essential agreements.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure.

A key component of the school's approach is to allow every person, but especially our students, to operate at their optimum level by

- Feeling safe from verbal, physical or cyber conduct that is uninvited and /or intimidating
- Developing strategies and practices that address bullying/harassing and inappropriate behaviour which includes cyber-bullying
- Knowing there is a trusted adult they can rely on to support them if they need help

The Student Wellbeing and Leadership Teams regularly consult with students, teachers and parents/carers to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in Junior School Council, formulation of class protocols and Essential Agreements, Peer Support, the Buddy System and other whole school activities.

Student wellbeing, including child safety, will be an agenda item for weekly teaching team meetings which are attended by the school Wellbeing Officer.

Through our PYP curriculum we seek to provide a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action. Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students is promoted through the PYP practice. Professional Learning Teams encourage innovative pedagogy developed using the E⁵ (Engage, Explore, Explain, Elaborate and Evaluate) Instructional Model and the VELs (Victorian Essential Learnings).

PREVENTION PROGRAMS

Regular Attendance

The School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. We track student attendance through the state-wide data collection and BNPS is consistently well above the state mean.

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Inclusion

Our students who are funded through the Program for Students with Disabilities (PSD) program are supported through a Student Support Group meeting (SSG) which is held on a termly basis. The school accesses South East Victoria Region (SEVR) Student Support Service Officers (SSSOs), including a psychologist who visits weekly and a speech therapist who visits the school fortnightly. Other SSSOs include the visiting teacher service and a social worker who can be contacted, if needed. Each student in the PSD has an Educational Learning Plan which is monitored and updated each Term at the SSG.

Students with special learning or social/emotional needs who are not funded by DET are supported through an Individual Education Plan designed by the child's class teacher, in consultation with the parent/carer. Requests for student assessments, intervention, treatment or referral to other outside agencies are organised by the Student Wellbeing Coordinator in consultation with the Assistant Principals. Our Leadership team meet weekly to discuss student wellbeing issues.

Restorative Practices & School -wide positive behaviour support

Our school continues to build on opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

A key component of the school's approach to prevention is teaching positive behaviours and the use of Restorative Practices to encourage engagement, build pride, respect and responsibility in each individual student. Building positive relationships is at the core of our school's philosophy and behaviour management. Our curriculum covers the five core social and emotional competencies: self awareness; social awareness; self-management; relationship skills and responsible decision making.

eSmart

Beaumaris North Primary School has now met all of the criteria required to achieve accreditation as an eSmart school and we can now proudly display the eSmart logo on our school communications.

Beaumaris North Primary School became an official eSmart school in February 2014. Since we first registered with the program, we have introduced many new policies and activities to improve the way our school manages cybersafety, bullying and cyberbullying. We feel confident our students, staff and the wider school community are now well supported to be smart, safe and responsible users of digital technology.

eSmart provides a guiding framework for schools to promote smart, safe and responsible use of digital technologies. eSmart aims to help teachers, students and the whole school community embrace the benefits of technology and reduce exposure to cybersafe risks such as cyberbullying, identity theft, online predators and inappropriate images and content. Funded by the Victorian Government, eSmart is an initiative of the Alannah and Madeleine Foundation, a national charity committed to protecting children from violence. Our work towards achieving eSmart status has

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involved the whole school community – an eSmart school is a school where the smart, safe and responsible use of information and communications technology is a cultural norm.

The eSmart Team includes staff, parents and a School Council member in order to accurately represent and communicate with the school community. Our existing ICT policies have been updated to meet the requirements of eSmart and a new Internet Acceptable Use Agreement is in operation. No student at BNPS is permitted to access any digital technology until they have participated in cyber safety workshops in class and they and their parents have signed and returned our school eSmart Agreement.

A separate document entitled BNPS “Use of ICT Guidelines” accompanies the eSmart Agreement and is published on our school website. Our aim is to provide an educative environment by establishing an eSmart culture which is in keeping with the values of the school, legislative and professional obligations, and the community’s expectation. Within this context, the objectives of these guidelines are to ensure the smart, safe, responsible use of ICT within the school community. The guidelines outline the conditions applying to the use of all school ICT and behaviours associated with safe, responsible and ethical use of technology. Authorised users are required to comply with the Agreement.

We encourage everyone in the school community to continue to uphold and promote eSmart behaviours, at school and at home. If you are aware of any incidents of bullying, cyberbullying or risky online behaviour, please contact one of the Principal Class Officers or our eSmart coordinator.

KidsMatter Primary Mental Health Initiative

In 2010, Beaumaris North Primary School was invited to participate in KidsMatter Primary, an Australian mental health promotion, prevention and early intervention initiative that aims to improve the mental health of primary school age children. It involves the people and organisations who significantly influence these children’s lives – schools, teachers, parents, carers, health agencies and community groups – in making a positive difference to children’s mental health and wellbeing.

Through the KidsMatter Primary framework, schools are provided with the resources to implement a comprehensive approach to addressing students’ mental health which is tailored to their local needs.

Beaumaris North Primary School has now completed all required Professional Development and training for KidsMatter and has received official accreditation and recognition as a KidsMatter School.

KidsMatter Primary has identified four areas (components) where schools can help to strengthen their students’ mental health and wellbeing. These make up the core content of KidsMatter Primary. Dividing KidsMatter Primary into the four components is a way of making the task of improving students’ mental health and wellbeing in schools more manageable. The four components are: 1) A

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positive school community; 2) Social and emotional learning (SEL) for students; 3) Parenting support and education; and 4) Early intervention for students experiencing mental health difficulties.

The KidsMatter Team is managed by the Wellbeing Officer and a team of staff representatives. A parent sub-committee has also been formed to ensure effective communication between the school and community on all aspects of KidsMatter and student wellbeing. The team meets regularly to discuss and implement strategies to promote good mental health of students. In 2016, the children participated in a KidsMatter Day to complement their wellbeing unit of inquiry. The day involved all students participating in various fun activities designed to promote wellbeing and inclusion.

Staff are regularly provided with comprehensive professional development in each component of KidsMatter to assist them to promote good mental health for their students. Formal Social and Emotional Learning (SEL) programs are a key component of KidsMatter and are taught across all year levels. SEL programs aim to develop core social and emotional capabilities including self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Intensive Literacy and Numeracy

Learning Support teachers are allocated to work in all year levels for Literacy and Numeracy support thereby reducing staff/student ratios. We have also further enhanced our Enrichment program by allocating one full time and one part time teacher to provide targeted Enrichment and Extension lessons in Writing, Reading Comprehension, Science, Technology, Engineering and Maths across the school. These teachers both have qualifications in Gifted Education.

Specialised staff has been engaged to manage the skills required in Literacy in the foundation years (Prep – Year 4) to further improve NAPLAN Reading results, including the DE&T Speech Pathologist and Literacy support.

Our flexible learning spaces enable us to provide exemplary facilities and learning opportunities for our students. Enrichment activities that promote Literacy & Numeracy take place in many areas of the curriculum to further support all students' engagement.

Inclusion, Wellbeing & Transitions

A Transitions Team, led by the Assistant Principals are continually updating to improve transition at every year level of the school, including entry and exit from the school as well as movement from year to year. A Buddy System operates between Foundation and Year One students and Year One and Year Six students. The School Wellbeing Officer coordinates and resources the school's Student Wellbeing programs. Each year level in the school has a nominated Wellbeing Representative Students who require additional support are offered Support Group Meetings, referral to the Wellbeing coordinator, the DE&T Guidance Officer and the DE&T Speech Therapist. A DE&T Guidance Officer also supports our school on a weekly basis. The School Council operates an Outside School Hours Care program both before and after school to support students and families.

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A part time Wellbeing Officer /Psychologist has been employed, at the school's own cost, to support the wellbeing needs of students, staff and parents. Individual or group support by the Wellbeing Officer /Psychologist may be provided on an ad hoc basis if a situation requires immediate attention, such as student distress or during a school emergency. If ongoing or regular counselling is required beyond meeting the immediate needs of the student, written parental consent is required. The Wellbeing Officer /Psychologist may also offer support to hold Restorative conferences or for other behaviour management issues that require specialist assistance. Class wellbeing activities and whole school wellbeing programs are also delivered by the Wellbeing Officer /Psychologist.

The KidsMatter Team provide a variety of lunch time activities to support students who are isolated or overwhelmed by the social demands of the playground and for those who prefer quieter activities at lunch time. A roster of staff supervise the activities as follows –

1. Lunch Club - one lunchtime per week, offers a variety of activities including art, craft, dancing, structured games and knitting
2. Library – one lunchtime per week the library is open for borrowing, reading and quiet drawing

New students are inducted to the school formally by their teacher and the Wellbeing Officer to ensure their smooth transition to Beaumaris North Primary School. An induction checklist guides this process and includes the Wellbeing Officer taking the new student on a tour of the school to point out important locations and introduce staff members. During this time the importance of child safety in our school is highlighted and the new student informed that there will always be a trusted adult they can rely on to support them if they need help.

New students are provided with information about the school rules using “Our Essential Agreement” booklet that was illustrated by past students. An overview of Restorative Practices is provided and the eSmart Internet Acceptable Use document is discussed. Each new student is paired with a peer buddy to help them feel comfortable during the first weeks at Beaumaris North, and the parent representative for their grade is advised so that the family can be welcomed into the BNPS community. First aid procedures are explained by the School First Aid Officer.

Professional Learning

Teacher professional learning is given a high priority at BNPS to ensure the strategies and approaches adopted are implemented with integrity. The school operates Professional Learning Teams encompassing: Literacy, Numeracy, Science, eSmart, The Arts, PYP & KidsMatter. Team leaders are responsible for coaching, mentoring and providing professional development and resources for all staff members.

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How We Support Positive Behaviour and Relationships

The school requires the active involvement of parents in the learning and social behaviour of each student. It seeks to foster this approach with parents through ongoing interviews, reports, phone calls, meetings, Student Portfolios, Student Support Group Meetings and Communication Books. Effective information is provided to parents through Parent Information sessions, Parent Information Booklets, school website, newsletters and Student Support Group meetings.

All students participate in weekly Circle Time activities which support the Restorative approach. Each year the school spends the first two weeks celebrating the Inquiry Unit of Harmony. During this time Essential Agreements for class and school protocols are devised by the students for the students. Pro-social behaviours and getting to know each other are an important part of the first weeks of the school year. In 2016 the children will participate in Programs which support and promote anti-bullying strategies including cyber bullying and friendly behaviours as follows –

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|----------------|--|
| 1. Preps | Cool, Calm Kids |
| 2. Year 1 | I Can Dance |
| 3. Years 2, 3 | Brainstorm Productions – Being Brave |
| 4. Year 4 | Project Rock'it |
| 5. Year 5 | Brainstorm Productions – Sticks & Stones |
| 6. Year 6: | Girls on the Go and Boys on the Bounce / Rock and Water.
Super Hero Celebration |
| 7. Years F – 6 | Cyber - bullying class workshops & development of eSmart posters |

During the year we will offer a number of Parent Information Evenings to complement our Student Wellbeing Programs-

1. Foundation Parents Supporting Positive School Behaviour at Home 11th February

BNPS staff will participate in a range of Professional Development sessions which educate, support and enhance student wellbeing -

1. Child Safe Guidelines and Standards
2. KidsMatter
3. Mandatory Reporting compliance
4. Restorative Practices update
5. Circle Time update
6. First Aid updates
7. OH & S modules

These programs support the Physical, Personal and Social learning strand of AusVELS.

Beaumaris North Primary School complies fully with the Education & Reform Act of 2006 which expressly prohibits the use of corporal punishment in any Victorian Government School.

All teachers at BNPS have been trained in 'Restorative Practices' (refer to Table One) which is intended to move the focus away from a punitive consequence that is based on the establishment of

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wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

Teachers use the Restorative ‘script’ below in managing student behaviour. All incidents deemed to have breached the school’s expectations of behaviour are recorded in a Behaviour Management Log. The record includes a copy of the agreements drawn up during the Restorative conference.

TABLE ONE

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

Where the restorative approach has previously been conducted and the behaviour continues, the school will establish a Student Support Group to devise strategies to address the behaviour. Parents will be informed of the consequences of their child breaching their agreement and the school’s response and management plan. If it is decided that intervention is recommended from specialist services and external agencies parents will be informed and consent sought.

BNPS has targets and action plans for improved Student Engagement and Wellbeing and these are set out in the School Strategic Plan and the Annual Implementation Plan. These plans are made available to the wider school community through the school website.

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. While the charter demands equality for all, it also emphasise 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 Disability Standards for Education 2005 seeks to eliminate, as far as possible, discrimination against people with disabilities. Under Section 22 of the Act it is unlawful for an educational

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authority to discriminate against a person on the grounds of the person’s disability or a disability of any associates of that person. The standards clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

All students at BNPS have the right to feel safe from bullying behaviour which includes verbal/emotional, physical and cyber bullying. Our focus is on effective school based prevention programs that take a whole school approach. We embed anti-bullying principles and processes in the curriculum and plan for program maintenance as we view long term programs as best practice. We involve and support parents and the community through workshops, newsletters and conferences. We use multiple strategies to deliver programs. Students and staff have developed guidelines to implement anti-bullying policies and ways of managing bullying behaviour. We treat reports of verbal, emotional, physical and cyber bullying very seriously and with clear consistent action using Restorative techniques.

<p>All members of the Beaumaris North Primary School community have a right to:</p> <ul style="list-style-type: none"> • Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability -based, class-based, and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • Be treated with respect and dignity • Feel valued, safe and supported in an environment that encourages freedom of thought and expression

<p>All members of the Beaumaris North Primary School community have a responsibility to:</p> <ul style="list-style-type: none"> • Acknowledge their obligations under the <i>Equal Opportunity Act 2010</i> and the <i>Charter of Human Rights & Responsibilities Act 2006</i> and communicate these obligations to all members of the school community • Participate and contribute to a learning environment that supports the learning of self and others • Ensure their actions and views do not impact on the health and wellbeing of other members of the school community.
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<p>All students have the right to-</p> <ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs 	<p>All staff have the right to-</p> <ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community • 	<p>All parents have the right to-</p> <ul style="list-style-type: none"> • Know that their children are in a safe, happy learning environment where they are treated fairly with respect • Expect a positive and supportive approach to their child’s learning • Expect communication and participation in their child’s education and learning •
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<p>All students have a responsibility to-</p> <ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of others 	<p>All staff have a responsibility to-</p> <ul style="list-style-type: none"> • Build positive relationships with students as a basis for engagement and learning • Use and manage the school’s resources to create stimulating, safe and meaningful learning • Treat all members of the school community with respect, fairness and dignity 	<p>All parents have a responsibility to-</p> <ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships
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4: SHARED EXPECTATIONS

BNPS is continually working towards achieving a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities and experiences.

BNPS has developed shared expectations that we call “The Essential Agreement” drawn up between students, staff and parents of the school community on what we value and demonstrate at Beaumaris North Primary School to ensure that the learning, safety and rights of all are respected. This agreement is displayed prominently throughout the school and encompasses the 5 school Values rated as the most important by the whole school community – Care, Empathy, Respect, Responsibility and Trust.

“We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs of others. We will show RESPONSIBILITY to our learning and belongings, showing self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness.”

Expectations – Staff

Engagement

The BNPS Leadership Team will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Ensure the whole school community is aware of and complies with the Child Safe Standards

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- Collaborate with the Beaumaris North Primary School community to develop policies and procedures consistent with its values, aspirations and DE&T guidelines
- Collaborate to identify the diversity of the school community and provide teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

BNPS Teachers will:

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice to develop a positive school culture in and outside the classroom
- Protect students from any form of abuse by being aware of and complying with the Child Safe Standards
- Maintain confidentiality at all times

Attendance

In compliance with DE&T procedures staff at BNPS will

- Promote regular attendance at school
- Monitor and follow up on absences

Behaviour

Beaumaris North Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole – school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with enthusiasm and mutual respect. Our school is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The BNPS Leadership Team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate Professional Development opportunities for all staff to build their capacity to promote positive behaviours

BNPS Teachers will:

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through curriculum content and pedagogical approach

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- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- Build a collegiate relationship with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary

Expectations – Students

Engagement

All BNPS students are expected to:

- Respect, value and learn from the differences of others
- Believe they can learn

Attendance

All students are expected to come to school every day that the school is open to students. If students cannot attend an explanation must be provided from their parent/carer to their teacher. Students should be punctual to school and class, arrive on time and be ready to learn.

Behaviour

Students are expected to:

- If a student feels that they are being intimidated they are expected to politely but firmly ask the complainant to stop their offending behaviour by saying “Stop it I don't like it!”
- Support each other's learning by behaving in a way that is respectful
- Respect the teacher's right to teach and that disrupting the learning of others is unacceptable
- Be considerate and supportive of others and demonstrate behaviour and attitudes that support the wellbeing and learning of all students
- Understand that any form of bullying (cyber-bullying, verbal, physical or emotional), violence, inappropriate language or property damage is unacceptable
- Adhere to the expectations of positive behaviour as set out in the “Cool rules” book
- Have high expectations that they can learn
- Contribute to a positive school environment that is safe, inclusive and happy

Expectations – Parents/Carers

Engagement

Parents and Carers are expected to

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress
- Actively participate in supporting their child's learning by building positive relationships with the school
- Attend parent teacher meetings, student activities, school celebrations, Student Support Group meetings
- Regularly participate in constructive communication with school staff regarding their child's learning and wellbeing
- Model positive behaviours and expectations towards education

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- Take an interest in and assist their children with their school work
- Support the school's efforts to educate young people in a diverse world by promoting an understanding and appreciation of diversity in the home
- All visitors to the school have an obligation to comply with the BNPS Visitors To School Policy and the BNPS 2016 Child Safety Code of Conduct

Attendance

Parents and Carers are expected to ensure that enrolment details for their children are always kept up to date. They should ensure that their children attend school regularly and that when their child is absent from school they supply an explanation.

Behaviour

Parents and Carers should understand the school's behavioural expectations and work with us to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

5: SCHOOL ACTIONS & CONSEQUENCES

Student engagement, regular attendance and positive behaviours are best encouraged through the implementation of relationship based whole-school and classroom strategies such as:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole-school expectations
- Providing personalised learning programs
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Implementing school-wide positive and educative behaviour support strategies

We acknowledge students who meet the expectations outlined in this policy through recognition and encouragement as follows:

- Awarding of Values Certificates
- Celebration assemblies with focus on Academic, Sporting or Citizenship excellence
- Special mention in school Newsletters
- Student reports
- Leadership opportunities
- Positive reinforcement
- Displays of work around the school
- Merit stickers

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below and using the Restorative approach as outlined in the 'Prevention' section of this policy document (See Table One).

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- Talking to the student and referring them to the shared expectations of the school
- Point out the behaviour breached in our “Cool Rules” booklet
- Make changes to the student’s learning program
- Hold a Restorative Practices conference as per the restorative script
- Draw up an agreement and have student sign it
- If the Agreement is breached the following staged response will occur:
 - Withdrawal of privileges which may include yard withdrawal during recess or lunch
 - Withdrawal from class temporarily
 - Contact parents
 - Hold Student Support Group meeting
 - Negotiate alternative pathways or settings for the student

Ongoing Behaviour Issues

Where students exhibit ongoing behaviour patterns – a range of strategies as part of a staged response will be used and these may include:

- *Discussing* the behaviour problems and reaching an agreement for future behaviour
- *Explicit Teaching of* appropriate behaviours
- *Time Out* – allowing students a cooling off period
- *Withdrawal* – the student may be withdrawn from an activity, class, excursion or camp due to inappropriate behaviour and provided with an alternative educational setting within the school
- *Counselling* – referral to the Wellbeing Officer or DE&T support staff for individuals in order to modify inappropriate behaviour
- *Discipline / Student Support Group Meeting* – involving parents / carers and/or relevant DE&T support staff or outside agencies to assist with modifying behaviour
- *Suspension & Expulsion* – for serious disciplinary measures we would follow DE&T “Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009” developed in response to Ministerial Order No. 184

References:

Ministerial Order No. 625: Procedures for Suspension and Expulsion:

Student Engagement Guidelines:

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-7.pdf>

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/>