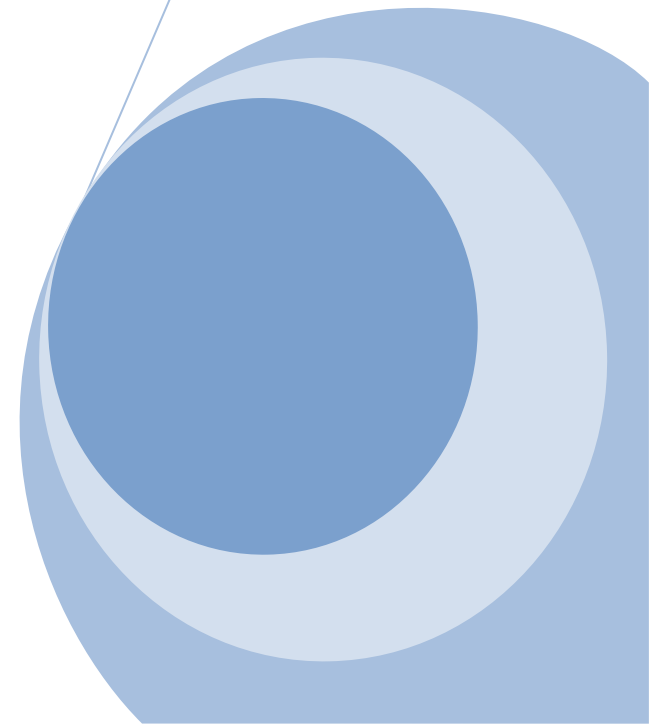
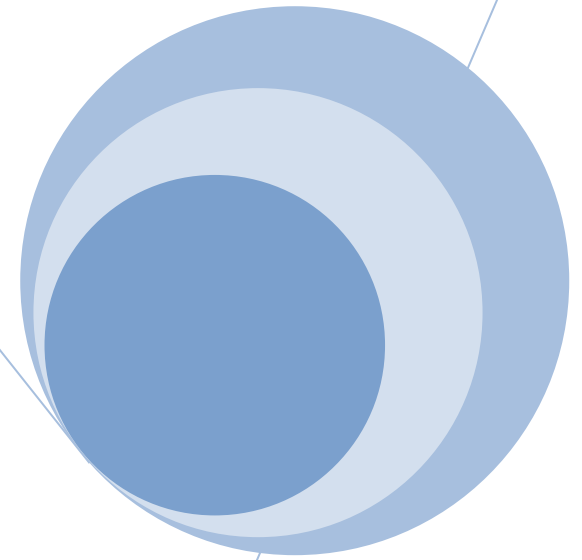
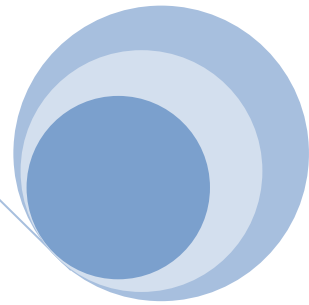


**NEWCOMB PARK PRIMARY SCHOOL
STUDENT ENGAGEMENT POLICY**



**NEWCOMB PARK PRIMARY SCHOOL
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APPENDIX ONE: FRAMEWORK FOR STUDENT SUPPORT SERVICES	

Newcomb Park PS Student Engagement Policy

1. School Profile Statement

Newcomb Park Primary School is situated six kilometres from the city of Geelong at the approach to the Bellarine Peninsula.

Newcomb Park Primary School continues to develop strong supportive relationships between the school and the community which is evidenced by a strong School Council and sub-committees, Parents and Friends Association, Junior School Council and volunteer helpers.

The school currently has 93 students enrolled and 5 classes. We use School Wide Positive Behaviour as our whole school approach to student well being. Students are encouraged and supported in taking a lead role in their own self care and awareness of others to develop greater responsibility. A whole school multi age Values program has been introduced in 2009.

The learning programs offered at Newcomb Park Primary School are firmly based on the belief that every student has the capacity to learn and learning is maximised when students are provided with challenging experiences in a comfortable and supportive learning environment. The school provides specialist Programs for Visual Art, Physical Education and Information & Library. We strive to maintain a high level of computer technology throughout our school to provide vital access to digital learning to all areas of the curriculum and across all class levels. All classrooms are connected with Interactive Whiteboards and large screened televisions and have access to laptops and iPads in every classroom. The school has a well resourced library which has been fully computer catalogued and provides internet access for students.

In 2010 there was a school upgrade with a new wing being built to support open, flexible learning areas.

Our school is to complete a School Review and a new School Strategic Plan in 2017.

2. Whole School Prevention Statement

Our school is proud of the positive school culture we have established and continue to build on at Newcomb Park. We embrace all members of the community so they feel valued, safe and secure. We endeavour to provide meaningful opportunities for them to learn, grow and thrive.

a) Newcomb Park Primary School's Values:

Respect, Responsibility and Resilience with a Matrix for Values for Learning.

Our school is committed to:

- Individuality – we nurture and respect the talents, ideas and beliefs of each person.
- Co-operation – we work together as a whole school community to nurture a love of learning.
- Achievement – students and staff will be encouraged to reach their full potential and to produce role models for others.
- Responsibility – we foster a caring attitude towards and respect for others.
- Equality – our teaching practices will be inclusive and fair to ensure safe, supportive and positive learning.

b) Prevention Programs

Newcomb Park Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively.

Engagement is a combination of how students act, think and feel. Therefore at Newcomb Park we pride ourselves in dealing with the social, emotional and academic aspects of the child’s development to ensure full participation in all activities. This is achieved by a number of preventative measures including a focus on attendance, values, self awareness and self control, strengths-based curriculum, Victorian Curriculum.

Rights and Responsibilities

At Newcomb Park Primary School we actively promote the ideals of Freedom, Respect, Equality and Dignity as stated in the Charter of Human Rights. So that everyone in our school community can work and play together in a happy, friendly and productive way, there are certain rights and responsibilities we all need to follow and use.

Every member of our 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. We do not tolerate bullying or cyber bullying behaviours from any member of our school community.

RIGHTS		
Students	Staff	Parents/Carers
<p>Students have the right:-</p> <ul style="list-style-type: none"> • To play and learn happily without interference from others. • To be accepted and valued as an individual. • To be treated and spoken to fairly and with respect. • To have equal access to school facilities and equipment. 	<p>Staff members have the right:-</p> <ul style="list-style-type: none"> • To be treated with respect. • To be able to perform duties without harmful or disruptive influences. • To work in a safe, pleasant and harmonious environment. • To be supported by the family in the education of their child. 	<p>Parents and Carers have the right:-</p> <ul style="list-style-type: none"> • To be treated with respect. • To be attended to professionally and effectively. • To work in partnership with the school to support your child’s education. • To be informed about your child’s education.

- To be provided with a positive and safe learning environment in which your academic, social and physical potential can be fully developed.

RESPONSIBILITIES

Students	Staff	Parents/Carers
<p>Student responsibilities are:-</p> <ul style="list-style-type: none"> • To allow others to learn and play without interference. • To act so that no harm comes to yourself or to others. • To accept others as individuals with differing backgrounds, personalities and values. • To treat others with respect. • To participate to the best of your ability in all school activities. • To be careful in the use of facilities and equipment. • To observe school rules. • To be sensible and careful in what you bring 	<p>Staff responsibilities are:-</p> <ul style="list-style-type: none"> • To maintain and contribute to a positive environment where all students have the opportunity to learn and play happily. • To provide opportunities for all students to experience personal success. • To develop positive values in students. • To treat all students equally and with respect. • To communicate with parents about their child's education and behaviour. 	<p>Parent and carers responsibilities are:-</p> <ul style="list-style-type: none"> • To assist the child to develop a positive self image, tolerance and understanding of others. • To follow and support your child's progress with interest and enthusiasm. • To bring your child to school each day ready to learn with the appropriate equipment. • To ensure that your child attends school each day and is punctual. • To inform teachers promptly on any relevant medical and family situations. • To be aware of and encourage your child to observe the school Code of Conduct built into the student Engagement Policy.

<p>to school.</p> <ul style="list-style-type: none"> • To respect and care for our school buildings and grounds. 		
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3. Shared Expectations

The Newcomb Park Primary School Student Engagement Policy encourages students to be responsible for the outcome of their own actions and to accept consequences of their own behaviour.

The following behaviours will not be tolerated:-fighting, verbal abuse, answering back, disruptive behaviour and bullying of any type: verbal, physical, indirect or cyber.

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 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.

With rights, come responsibilities. 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.

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL, TEACHERS and SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
FREEDOM	The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression	Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning	Respect their environment, listen to their peers and tolerate others thoughts and attitudes	Understand the requirements of a school, playground and classroom environment as they are similar to and different from those of the home and family
	The right to have input into issues that affect you	Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning	Engage positively and respectfully	Provide schools with relevant information to enable appropriate responses to be made to the needs of the child
	The right to access school and community resources	Plan for the use of a range of activities, resources and materials Provide meaningful learning opportunities for all their students	Demonstrate behaviour and attitude that supports the wellbeing and learning of all and contributes to a positive school environment that is safe, inclusive and happy	Contribute to and support school in recommendations for the best use of school and community resources in tailoring individual programs to address a child's needs.
RESPECT	The right to learn in an inclusive school community with access to full participation	Develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others	Show reciprocal respect for all Respect the rights of others and be sensitive to difference	Show reciprocal respect and value the opinions of others Respect teacher's attempts to problem solve and support teachers efforts Work with the school to improve interactions
	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 young people to live in a diverse world by promoting an understanding of and an appreciation of diversity

				in the home, in school and in the community
	The right to have support at the point of need	Involve appropriate specialist expertise where necessary	Respect, value and learn from the differences of others	Work with the school in partnership to provide for their child's needs. Show support of the school's processes of enlisting assistance at various points in time
EQUALITY	The right to receive a rewarding and meaningful education through challenging learning goals	Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their student	Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations	Support their student's learning by ensuring punctuality each day to maximise learning opportunities
	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	Respond to explanations for the consequences of non-compliant behaviour in a composed manner Be honest	Make themselves accessible to teachers so as to ensure that mutually clear communication pathways are introduced and maintained.
	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	The right not to be labelled a naughty kid	Support an attitude of a new day equals a new beginning Be aware of curriculum modifications and supporting them
DIGNITY	The right to a dignified existence	Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession	Be courteous and mindful of all others Act in a respectful manner towards school staff and other students	Provide a loving caring and supportive environment for children at home
	The right to be and to feel respected	Develop a positive learning environment where respect for individuals is fostered and where learning	Accept differences and celebrate them	Accept and endeavour to understand differences

		is the focus	Respect others needs in the learning environment Acting in a courteous manner towards others Communicate and respect peers and adults in all areas	and celebrate them Adhere to school expectations
	The right to privacy	Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students	Uphold confidentiality and privacy in a physical and social setting	Uphold confidentiality Ensure privacy in a physical and social setting

4. School Actions and Consequences

Our school supports relationship – based whole school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school, routines- class statements using our rights and shared responsibilities that are developed with the students at the beginning of the year to establish classroom protocols and routines.
- Providing personalised learning programs –Individual Learning Programs (ILPS)
- Consistently acknowledging all students- Awards, Assemblies, Newsletter, Multi age Values groups.
- Empowering students- opportunities to take responsibility, make choices and decisions e.g. School Captains and Junior School Council

- Providing attractive physical environments that influence positive behaviours and effective engagement in learning –school improvement and maintenance
- Implementing a school wide social and emotional learning strategy and supportive positive behaviour approaches e.g. Values Education program, Restorative Practice, Engaged Play activities

In response to inappropriate conduct a series of steps will be taken to include prevention, early intervention and evidence based focus:

- Understanding the student - PLT discussions, A Framework for Understanding Poverty training, Monitoring behaviour
- Ensuring a clear understanding of expectations for both students and teachers
- Providing consistent school and classroom environments –Whole School Management Plan, Individual Behaviour Management Plans
- Scaffolding the student’s learning program –Student Support Group Meetings, PLTs, Team Meetings

We implement broader support strategies including:

- Communicating with parents and carers
- Involving the Principal
- Mentoring or counselling with the school Social Worker
- Targeted programs/small group programs e.g. Social Groups, *Seasons*
- Convening Student Support Group meetings, as a component of interventions for students facing difficulty with social, emotional and academic concerns

- Developing personalised flexible learning, behaviour or attendance plans
- Comprehensive educational programs –excursions/camps, transitions
- Accessing community support agencies –DHS, Child First, Bethany, CAMHS Berry St, etc.
- Welfare Person/Chaplain

Appropriate Behaviour

Newcomb Park Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences below.

School Wide Positive Behaviour System with Dojo points gained each day.

Inappropriate Behaviour

When students do not meet these expectations, we respond through a series of steps that are consistent with the logical consequences outlined below. We use the Restorative approach to address student behaviour in various settings and levels to:

- Re-establish and re-connect significant relationships that have been affected
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

There is a whole school Behaviour Management Plan displayed in all learning areas and students work together with staff to understand the plan which is implemented consistently across the school.

The policy for sustained or severe disruptive behaviour in the classroom is based on DET guidelines.

Logical Consequences

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour is an expectation at Newcomb Park Primary School, it may be recognised by:</p> <ul style="list-style-type: none"> • Weekly Assembly • Student Reports • Newsletters • Positive feedback- stickers, certificates, special programs, oral and written praise and encouragement • Dojo points • The right to represent the school • Awards • Leadership opportunities 	<ul style="list-style-type: none"> • Talking with the student using the Restorative Practice using the Individual conference-student: teacher guidelines • Referring student behaviour to our classroom expectations and guidelines / School Wide Positive Behaviour and Behaviour Management Plan – Rule reminder • Discussing appropriate behaviours in the classroom • Contact with parents • Making changes to the student’s learning program to better equip him/her to behave positively • Working with our Welfare Officer • Referring to the Network for social work • Conference: apology • Clear actions so that we can move on from the issue • Counselling • Appropriate behaviours taught and agreed to • Withdrawal of privileges • Student has a break from the usual classroom and is temporarily withheld from their classroom • Hold student support group meetings • Negotiate alternate pathways or settings for a student; or as a matter of last resort, in school suspension/ suspension or expulsion.

Ongoing Behaviour Issues

Where students exhibit ongoing behaviour patterns; as part of a stage response a range of strategies will be used. These may include:

1. **Discussing** the behaviour problems with the child, parent or carers and other key people to reach an agreement for future behaviour
2. **Explicit Teaching** of appropriate behaviours
3. **Monitoring and Providing feedback** (e.g. student diary, communication book, phone calls to parents, Compass tracking system)
4. **Time out** allowing students a “cooling off” period. Students will be given ‘time out’ from the playground and will spend time in another classroom or appropriate setting. Parents may be notified.
5. **Withdrawal** a student may be withdrawn from an activity, playground, class, camp or excursion due to inappropriate behaviour and provided with an alternative setting within the school. Parents will be notified.
6. **Counselling** for individuals in order to modify inappropriate behaviour
7. **Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DET support staff, outside agencies to assist with modifying behaviour
8. **In school out of class time/suspension** will be given to a student for serious and/or continual misconduct.
9. **Second Chance Protocol** will be followed in consultation between parent, the child and the school.
10. **Suspension and Expulsion.** For serious disciplinary measures we follow DET Engaging Schools are effective schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial order No. 184 (Appendices 12-19 Pgs 50-61)