



STUDENT ENGAGEMENT

Rationale

- The school aims to provide a stimulating, creative and challenging learning environment where students achieve their personal best. They are supported to grow socially, emotionally and academically and become lifelong learners.
- The school's vision is 'Success for All'.
- The core purpose of the school is to provide a comprehensive education for all students through educational programs that are engaging, relevant and meaningful, enabling students to develop respect for themselves and others in the global world.
- The school strives to provide a robust educational experience for all students through effective communication, strong teamwork and the application of a range of purposeful teaching strategies.
- Seaholme Primary School has its guiding values:
 - Respect: Valuing the opinions of others, active listening, following the school rules, accepting diversity
 - Inclusiveness: Creating and maintaining a safe and inclusive community, responding sensitively and appropriately, acknowledging diversity, equal opportunities
 - Honesty: Promoting an honest and ethical school community where students have pride in themselves
 - Individuality: Setting high expectations, developing personal learning goals, committing to lifelong learning, acknowledging strengths.
- The school has a student population that comes from a variety of backgrounds.

Purpose

- To ensure Seaholme Primary School complies with DET policy and guidelines in regard to student engagement.
- To create a school culture that promotes student attendance, positive behaviour and a safe, supportive and inclusive environment

Implementation

- Students will be supported by developing strong and respectful relationships with their classroom teacher/s, specialist teachers and support staff.
- The school acknowledges that the key to effective learning is the relationship that students and the community develop with the school. Students will be encouraged to take responsibility for their actions. Students are challenged to identify who they have harmed by their behaviour and what is required to repair the harm that their actions have caused. This does not mean students are not provided with consequences for their actions. As educators, we want to engage students in the curriculum and to develop the social skills necessary for students to be successful in all facets of their life.
- Students have a right to expect a safe learning environment and the ability to participate in all aspects of the school program. It is also their responsibility to follow all school expectations and treat all members of the school community with respect. This includes demonstrating respect for themselves, their teachers, members of our school community and our environment. Student must also ensure that other students have a right to learn in a safe environment, and that their actions do not prevent this from occurring.
- Staff have a right to work in a safe and orderly environment. Teachers and all members of staff have a responsibility to implement school policy, to ensure that students are taught according to government guidelines, and know their content and the students that they teach. Teachers are expected to maintain a safe and orderly learning environment. Teachers will develop classroom management routines and guidelines.

- Parents and carers have an expectation that their son/daughter will be educated in a safe and caring environment. There is a responsibility upon parents to support their son/daughter's education by ensuring regular attendance, remaining in constant and constructive communication with the school regarding the progress of their son or daughter and to support the school in maintaining a safe, caring and respectful learning environment. This does include ensuring that their son/daughter is aware of school procedures particularly bullying and cyber bullying.
- All members of the school community will be treated equally with dignity and respect. It is unlawful to discriminate against any individual on the basis of religion, race, age, gender, sexuality or impairments.
- The school will not tolerate any form of bullying.
- Students will have school expectations clearly explained and demonstrated to them. The class teacher or yard duty teacher will initially attempt to resolve any problems and will be responsible for allocating preliminary consequences which can include withdrawal of privileges or other consequences. Teachers will use a graded set of consequences increasing in severity as needed. If the undesirable behaviour persists students may be referred to a member of the leadership team for further discussion. Parents may be contacted to attend a formal meeting. Other sanctions may include suspension. Suspensions can only be determined by a member of the principal class after consultation with parents. DET policy will be followed regarding suspensions and expulsions. If the issue is serious enough, the principal may intervene and bypass the above strategies.
- Parents are expected to contact the school if their son/daughter will be absent on a given day or for an extended period. The school will take into consideration the personal circumstances of individual students to ensure that the student's background and needs are considered.
- Bullying including cyber bullying is not tolerated by the school. Students who bully others will face consequences as outlined above. Parents will be encouraged to supervise their son/daughter's computer and mobile phone access and to ensure that their son or daughter is aware of the nature and consequences of cyber bullying.
- Students who continue to participate in undesired behaviours will be managed through an individualised management plan with support. This will be in accordance with DET policy.
- The school will determine the standards of behaviour required and the consequences which may include:
 - graded in-school disciplinary measures
 - withdrawal of privileges
 - withdrawal from class
 - detention
 - suspension
 - expulsion
- When determining consequences, **corporal punishment is expressly forbidden.**
- The school may consider detention as a consequence but must ensure DET's guidelines are strictly observed.
- The school may use suspension, but only when all other measures have failed and only for the shortest possible time.
- Expulsion is a measure of last resort and DET guidelines must be followed to ensure ongoing schooling is provided. The right of appeal by parents is acknowledged.
- Ministerial Order 625 (Procedures for Suspension and Expulsion) took effect on 1 March 2014. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools.
- Only the Principal has authority to make the final decision to expel a student. This authority cannot be delegated.
- If a student has challenging behaviour or attendance issues, a Student Support Group will be formed. The role of the SSG will be to better understand and provide for the student's needs including an Individual Learning Plan which may state behavioural goals.

- This policy will be consistent with the *Engaging Schools are Effective Schools - Student Engagement Policy Guidelines*, in line with the *Safe Schools are Effective Schools* anti-bullying policy and also in line with the *Building Respectful & Safe Schools: A Resource for School Communities*
- Please refer also to the school's *Bullying Policy*, the *Attendance Policy*, the *Uniform/Dress Code* , the *Wellbeing and Learning Policy*.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early September 2014).

This policy was ratified by School Council on

References:

www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx
www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirements.aspx
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