



Student Engagement Policy

Background

Student engagement is influenced by multiple factors- **behavioural engagement** is students' participation in education, including the academic, social and extracurricular activities of the school; **emotional engagement** is students' having a sense of belonging or connectedness to the school and **cognitive engagement** where students' are motivated and can self-regulate to invest in their learning.

Some of the factors that influence student engagement at school are:

- **Teacher factors:** teacher interaction style (enjoyment and shared focus, support, responsiveness, directness, verbal praise), behavioural and academic expectations held.
- **School factors:** includes physical setting factors (physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc.), and consistent and structured approaches to the provision of student support and disciplinary measures.
- **Student factors:** a student's physical, emotional, cognitive and behavioural state, including health issues and disability and peer relationships.
- **Family and community factors:** a student's residential circumstances, family support for/involvement in education and relationships with their family.
- **Curriculum and resources factors:** availability and type of learning resources including technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

Kingsley Park Primary School recognises that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. We understand that a positive school culture realises the learning potential of students, allows parents to take an active part in their child's education and promotes life-long learning.

The emotional and physical wellbeing of our students is pivotal to their success at school and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges and are well placed to develop into well- balanced and successful young adults.

Purpose

To ensure at Kingsley Park Primary School we are:

- Supporting the whole student and ensuring the wellbeing of our students is central to our role as a school.
- Bringing together policies and procedures that ensure that the care, safety and welfare of students is in accordance with DET Guidelines.(e.g. Student discipline, school attendance, cyber safety etc.)
- Raising awareness within the school community of the importance of, and procedures pertaining to, wellbeing within the school including having this policy on the website.
- Providing an educational environment which recognises, values and builds student wellbeing.
- Implementing a culture of positive reinforcement and encouragement that will permeate all facets of our school.
- Providing an inclusive school philosophy, ensuring students with special needs have access to all our programs with any necessary modifications made to the program to ensure every student has the right to participate.

- persistently seeking to improve our professional knowledge and understanding.
- implementing a positive and effective approach to student engagement.
- Developing students to be physically and emotionally healthy.
- Ensuring the school is compliant with the Child Safe Standards as outlines in Ministerial Order No. 870.
- Maintaining the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

Implementation

Guiding Principles

- Kingsley Park will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
 - Kingsley Park is committed to Child Safety. Ensuring safety of children is everybody's responsibility and everybody's business. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
 - Kingsley Park will promote active student participation and provide students with a sense of ownership of their environment.
 - Kingsley Park will support families to engage in their child's learning and build their capacity as active learners.
 - Kingsley Park promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
 - Kingsley Park will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
 - Kingsley Park will have processes in place to identify and respond to individual students who require additional assistance and support.
 - Kingsley Park will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The following school policies I particular support the Student Engagement Policy:
 - Child Safe Standards
 - Custody Restrictions
 - Code of Conduct
 - Curriculum
 - Duty of Care
 - Equal Opportunity
 - Privacy
 - Risk Management
 - Student Attendance
 - Inclusion Policy



School Profile

Kingsley Park Primary School, is situated in the south eastern suburb of Frankston South and was established in 1988. Current enrolments sit at approximately 400 students, this is impacted by enrolments at our local feeder pre-school, Erinwood.

Kingsley Park has a proud history of community participation and support, which generates a strong sense of community pride. The school community embrace and value the welcoming feel of the school participating in a wide range of events.

Vision and Philosophy

Kingsley Park Primary School is a vibrant place that encourages learning, laughter and play in a friendly and warm environment. We understand the importance of providing a safe environment for everyone and have a zero tolerance approach to child abuse.

‘Engaging’ children each and every day in a safe and secure environment is a key focus. We know that without children feeling safe they are unable to engage fully with their learning. The key to engagement is connectedness and stimulating learning and these are key elements in the children’s explorations and learnings each day at school.

‘Together’ we achieve more. The children in isolation will explore but require guidance and scaffolding to excel. The children with a teacher achieve more through a gradual release of responsibility stemming from modelling through to independent application in a real life setting. The children, teacher, parents and families however are what truly achieve the greatest outcomes.

School Values

Our core School Values encompass the learning at Kingsley Park Primary School. It is central to the culture at our school and students, teachers and parents are asked to demonstrate these.

Respect- We respect each other, the rights of others and our environment.

Resilience- We instil in students the confidence to have a go and try their best and the ability to bounce back.

Excellence- The quality of putting in your best personal effort into all that you do and not having the focus on ‘beating others’. We aim for every student to excel to their personal best.

Cooperation- We promote the values of collaboration, cooperation and getting along at all times.

Community- We encourage honest and open community interaction and involvement.

Principles for Health and Wellbeing

The school also recognises the Principles for Health and Wellbeing that are intended to promote, nurture and support the health and wellbeing of students:

Principle 1 – Maximise access and inclusion

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 – Holistic approach

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

Principle 5 – Person-centred and family sensitive practice

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural competence

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

1. Engaging with families

Kingsley Park values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

Kingsley Park will support families to engage in their child's learning and build their capacity as active learners. Kingsley Park provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

RESPECT EXCELLENCE RESILIENCE COOPERATION COMMUNITY

Kingsley Park will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the School.
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when communicating with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Community Code of Conduct. (Appendix 2)



Kingsley Park

Engagement Strategies

Universal- Whole School

- Implementation of the Child Safe Standards so we provide a safe environment for all children.
- The School Values of Respect, Resilience, Excellence, Cooperation and Community underpin the school's philosophy. A multi-faceted approach is taken to promote these such as teaching as part of curriculum, assembly awards, articles in the newsletter etc. Our school values encourage student individuality, difference and diversity.
- Student attendance is coordinated between classroom teachers and the school office. Student attendance is regularly monitored by the Leadership Team. Any concerns with Student attendance will be discussed with parents and the school will follow DET policies and procedures in this area.
- Student accidents and health are monitored using CASES21. Reports are monitored by the Leadership Team.
- Student work and achievement is regularly showcased and publicly recognised throughout the whole school.

Student Wellbeing Coordination

- The school has a Student Wellbeing Team who meets regularly.
- The Assistant Principal in conjunction with the Principal and Wellbeing Officer, oversees the management of the Student Wellbeing Program in the school. This role includes and is not limited to developing and implementing coordination of SSS services in the school including SSS meetings and facilitating liaison between teachers, parents and other staff, PSD Program and SOCS; ensuring Individual Learning Plans are devised by classroom teachers; follow up of specific SWB issues including teacher/parent follow up and tracking on Sentral.
- Student Wellbeing roles are given to specific teachers as part of their core role. This role includes but is not limited to follow-up with parents for students in their class, playground support duty/follow up; coordination of lunchtime programs, investigating new SWB initiatives and raising community profile of the SWB (e.g. newsletter).
- Strategies detailed in the 'Framework for Student Support Services in Victorian Government Schools' are implemented across the school.

Curriculum

- Respectful relationships is taught throughout the school and The Zones of Regulation support this work. The Restorative Practice Framework is what the school uses in conflict situations.
- Our eLearning program addresses the issues surrounding cyber-bullying and safe internet usage through eSmart.
- Programs dealing with issues such as Sexuality and Drug Education form a part of the school's Student Wellbeing program.
- Staff members are provided with professional development regarding student wellbeing, the implementation of wellbeing programs and the resolution of wellbeing issues.

Parents and the Wider Community

- Programs that support the wellbeing of parents and families are available e.g. Connections with Anglicare, Parent Information Sessions offered, Parent Support Group Meetings

- Ongoing consultation via school newsletters as well as student and parent surveys, ensures that the school community's needs and expectations are understood.
- Sentral is used to communicate with parents across the school.

Targeted (Population Specific)

- Student Leadership roles are allocated for Year 6 students.
- Student Leadership Council roles are allocated for Years 1-6 and Foundation students from Semester 2.
- A comprehensive K-F and year 6-7 transition program is implemented each year.
- Years 1-5 will also participate in an in-school transition program.
- Foundation students have a 1:1 meeting with teachers at the beginning of the year to complete DET assessments and for parents/students to discuss any issues regarding schooling.
- Parent Teacher Interviews are offered across F-6 for parents/teachers to be able to discuss educational and engagement issues.

Individual (Student Specific)

- Our school curriculum is broad and highly differentiated and provides for the needs of individual students. The school offers a safe environment that is conducive to learning.
- All students who are 12 months or more below in literacy or numeracy will have an Individual Education Plan which will be reviewed twice yearly.
- Individual students are able to access supports from PWO (Primary Wellbeing Officer), the School Chaplain, DET SSS services and school based wellbeing programs.
- Students in Out of Home Care are managed using the DET OHC framework.
- ATSI students will have an Individual Education Plan and their learning will be managed using the DET Marrung Framework.

Behaviour Expectations

At Kingsley Park Primary School we promote a climate in which personal responsibility and self-accountability will be developed. We are committed to strategies that:

- Foster self-esteem and pro social behaviours.
- Develop student understanding in cyber safety.
- Provide support to parents, teachers and students.
- Assist and involve children with special needs.
- Apply consistent protocols, language and procedures.
- Encourages school pride and a sense of belonging.
- Encourages students to take responsibility for their actions, reflect on their behaviour and take steps to repair situations that arise. Relevant consequences should derive when negative actions arise.

At Kingsley Park Primary School corporal punishment is not permitted in any situation.

In our Child Safe Standards Policy, we have a Code of Conduct for students:

Students have the obligation to:

- Contribute positively to their educational experience and participate fully in the educational program.
- Follow teachers' instructions and the school norms.
- Respect the rights and property of themselves, other students, school staff, community members, visitors and the school itself.
- Act in a safe and honest manner.
- Be responsible and report any incidences of unsafe behaviour to others or themselves to school staff.
- Understand that there will be consequences for their actions- either positive or negative.
- Understand that in conflict situations they will be given time to reflect on their behaviour, given time/strategies to repair relationships and implement acts of restitution to the other party involved or to the school.

Management

Positive Rewards:

Students who follow expectation will be recognised for good choices and appropriate behaviour with positive praise, house points, certificates, stickers, whole class awards and positive notes.

Conflict Resolution:

At Kingsley Park Primary School we use the Restorative Practice structure when dealing with conflict situations that include Reflection, Repair and Restore. This structure includes actions and questions that teachers and students can use. When an issue arises, the following process will be used:

First & Second time a student breaks an school value expectation:

Teacher will discuss with the student, using the Self Mastery Checklist (see Appendix 1) about which norm is not being followed and allow them to redirect their behaviour. If the student continues not following expectations a second reminder will be given.

Third time student breaks an value expectation:

The student will be given some **Reflection** time (thinking about your actions). This could include:

Actions

- Student can move to a quiet area in the classroom to have some reflection time e.g. quiet corner
- If the student is being highly disruptive this reflection time could be in the classroom next door.
- In extreme situations the Assistant Principal or Principal may need to be called to assist the student.
- Out in the yard the reflection time could be sitting at the benches near the office or walking with the teacher.

Reflective Questions- These can be reflected on by the student and could be asked by the teacher:

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?

- How has it affected each of them?
- How do you think they are feeling now?
- What makes them valuable members of our community?

Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?

The next step:

The student will think about how they will **repair** the situation- how they will say sorry- this action should link to what has happened.

Reflective Questions

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earned the respect and trust back from the people you have affected?
- How will you show you are sorry?

Example Actions- some examples that show links to behaviour

- Saying sorry when you have said the wrong thing to another person.
- Writing an apology note if you hurt someone's feelings.
- Cleaning the scribble off the table where you wrote it.
- Picking up the rubbish from the ground that you threw there.
- Packing up the lego you threw all over the room.
- Replacing the grey lead pencil you broke.

The final step:

Restore relationships

Students need to be able to move forward and re-engage respectfully with the people they have had conflict with.

Reflective Questions

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How will you know that this has happened successfully?

Example Actions

- Re-join a group work activity after conflict with some friends.
- Finishing the task you were asked to do.
- Having a conversation with the person you had the conflict with to get to know them better.
- Helping in the classroom.

- Helping your team to win a game/activity.

All incidences of serious behaviour should be recorded on Sentral and parents notified.

Extreme behaviour

- Some students display extreme behaviour and the 3R's will not work effectively for them.
- In extreme cases of behaviour the Assistant Principal or Principal should be called and involved in the overall management of the student.
- Students with extreme behaviour shall be:
 - Referred for SSS Management.
 - A Student Support Group Meeting will be organised with the parents, teachers, Assistant Principal and involved specialist staff (e.g. psychologist, social worker).
 - Have behaviour management plan devised for them.
 - Have regular check ins and meetings to discuss progress- these should be minuted.
- Students who demonstrate serious breaches of behaviour, especially those that endanger the safety and welfare of other students, teachers or themselves may be sent home immediately.
- Serious breaches of behaviour expectations may be subject to an internal or external suspension. The school is committed to following DET guidelines and Ministerial Order 1125 regarding suspensions. Suspensions will be recorded by the school and letters placed in the student's file:
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>
- Students may be subject to expulsion from the school for continued serious breaches of behaviour using DET procedures and guidelines
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

Bullying (including cyberbullying)

At Kingsley Park Primary School bullying is not an accepted behaviour and will be treated seriously.

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 annoy, cause harm, distress or fear.

There are some specific types of bullying behaviour:

- **Verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters.
- **Violence** - including threats of violence.
- **Sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- **Homophobia** and other hostile behaviour towards students relating to gender and sexuality.
- **Discrimination including racial discrimination** - treating people differently because of their identity.
- **Cyberbullying** - either online or via mobile phone.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Actions

A. Primary Prevention:

- Professional development for staff relating to student wellbeing, 3R's, Respectful Relationships and bullying/harassment
- Community awareness- promotion in newsletter, policies on the school website e.g. cyber safety, respect
- Parent programs e.g. e-Smart, Think U Know, Respectful
- Curriculum programs that promote resilience, social skills, conflict resolution and problem solving e.g. Creating Our Learning Community, Play is the Way, Zones of Regulation
- Student Attitudes to School Survey and share results with staff, students and parents
- 'Play is the Way' Norms and School Values on display in every classroom and referred to as 'common language' across the school.
- Year 6 Leaders and Student Leadership Council trained in looking out for and reporting bullying and cyberbullying.
- Student Wellbeing Support Teachers as a core role in the school and Restorative duty.

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Parents encouraged to contact school if they become aware of a problem. (If we don't know about it, we can't fix it or help make changes to improve it.)

C. Intervention:

- Once identified each bully, victim and witness/es will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- The 3R's process will be used.
- Both bullies and victims will be offered counselling and support. This could be with DET SSS staff or student wellbeing teachers.
- Parents will be contacted and they will be asked to meet with teachers to discuss the incident

D. Post Violation:

- Ongoing monitoring of identified bullies and victims
- SSS staff may also work with cohorts of student on bullying issues.
- Bullying surveys may be done with students

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Document Status

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years. The review will include input from staff, parents/carers and the school community and students where appropriate.





This policy will be reviewed as part of the school's three year review cycle.

This Policy was last ratified by School Council in May 2018.

Review Date: April 2021 unless required prior to comply with DET Policy changes.

Kingsley Park

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>





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Repair

- How will you say sorry?
- What can you do?



Restitution

- How can you show one another that you can get along and move forward?

The 3 R's of the Restorative Framework

Reflection (Thinking about your actions)

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- What makes them valuable members of our community?
- How has it affected each of them?
- How do you think they are feeling now?



Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?

Repair (How will you say sorry)

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earned the respect and trust back from the people you have affected?
- How will you show you are sorry?



Restitution (Moving on)

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How we will you know that this has happened successfully?





Respect...

Each other



Self



Property



Environment



Classmates



Teachers

