



Barwon Heads Primary School

Student Engagement Policy

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Barwon Heads Primary School aims to be an effective school, engaging and inclusive, recognising and responding to the diverse needs of our students and their different learning profiles.

[😊 School profile statement](#)

Barwon Heads Primary School promotes integrity, lifelong learning and the attainment of excellence. Our core purpose is to provide the Barwon Heads Community with a comprehensive primary education for all students that empowers them, to reach their full academic, social and physical potential, thus providing them with'a bridge to the future.'

At Barwon Heads our community values:-

- Respect of self, others and property;
- The provision of a safe and secure environment;
- The provision of a co-operative and friendly environment where students share the responsibility for their own learning, behaviour and health;
- The importance of literacy and numeracy skills;
- The promotion of an environmentally sustainable community;
- A positive home-school partnership
- The foundations of 'You Can Do It!' – persistence, resilience, confidence organisation and getting along.

The Barwon Heads Primary School continues to serve the needs of the Barwon Heads Community as it has for over 125 years. Barwon Heads township is currently experiencing a growth in permanent population and has become a popular coastal village serving as a 'sea change' for many families. It remains a predominantly middle class, mono-cultural community which reflects the cost of housing in the town.

The school has the confidence of the town with nearly 100% of kindergarten students moving on to the primary school. Enrolments continue to climb with an expected enrolment in 2010 of around 330.

Staff are fully committed to the development of the learner and themselves through professional growth and continued improvement. The 'You Can Do It!' program underpins our welfare strategy and this has served the school well over recent years.

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- Behavioural engagement - a student's participation in education, including academic, social and extracurricular activities of the school.
- Emotional engagement – a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness.
- Cognitive engagement – a student's investment in learning and their intrinsic motivation and self regulation.

Whole-school prevention statement

Barwon Heads Primary School endeavours to create an environment in which every child feels happy, safe and important.

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules are developed. These are supported by a set of consequences. Individual classroom rules are developed by students and teachers during the Starting Right Program at the beginning of each year. These are displayed in each classroom.

By increasing each child's self esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student welfare at Barwon Heads Primary School aims to provide and nurture student development academically, socially, emotionally and physically.

Barwon Heads Primary School does not tolerate bullying of any kind.

**We actively foster the existence of a
'NO PUT DOWN ZONE'
And support the ideals of our school's
YOU CAN DO IT! Program.**

The foundations of this Program promote Emotional Resilience by developing student's Confidence and Persistence and support the development of Getting Along and Organisational skills.

Working with students and parents we are all responsible for the happiness and safety of all our school community.

Barwon Heads Primary School Student Pledge

**As a student of Barwon Heads,
I am considerate of others,
I am responsible for my own actions.
I will respect my environment,
take pride in my work –
and have fun while I learn.**

Written by students 2006



Engagement and Wellbeing Goals

- Encourage students to be responsible for the outcome of their own actions and to accept the consequences of their behaviour.
- Promote respect, caring and positive relationships between all individuals and groups within the school community by building on the foundations of the You Can DO It! Program.
- Build a sense of belonging that promotes well being and an awareness of student's rights and responsibilities.
- Provide an environment to strengthen each student's ability to cope, build resilience and reduce risk.
- Provide support services and programs for students at risk, where necessary.

Programs at Barwon Heads implemented to promote student engagement, high attendance and positive behaviours.

Across Whole School	Class Levels	Community / Parent linked
Whole School Welfare	Leadership Program –Yr 6	Festival of the Sea
Whole school activity days	Choir	Supporting local RSL activities Anzac Day &
Student Central Tracking	Athletics	World Vision – Foster Child
It's Not Okay to be Away.	Swimming Program	Vegetable garden
Burrawang – Alternative Play	Surf Awareness	Travel smart Program
Junior School Council	Camping Program	Clean Up Australia Day
Excursions	Bike Ed	Parent Helpers Program
Differentiated Curriculum	Reading Recovery	School Picnic
Whole School Concert	Surf Awareness Program	Work Experience
Integration Support Program	Yr 5 Netbook Program	Parent Information Sessions
You Can Do It!	Debating – Yr 6	Parent/Teacher Interviews
Starting Right / Learning to Learn	Learning spaces conducive to learning	
ICT rich environment	Tournament of the Minds	40 Hour Famine
Mathletics	Buddy Program Yr Prep & 6	Easter Fair
Recycling Program	Swimming Program	Social/Community Projects
Assembly Awards	Lightning Premiership	
Choir	Hoop time Basketball	
Life Education	Kanga Cricket	
Technology Challenges	K-Prep Transition	
Book Week	Yr 6-7 Transition	
Sunsmart Program	Inquiry Celebrations	
Religious Education	Health & Human Relations	
Japanese Cultural Days	Young Ambassadors Program	
Whole School Assembly	Global Sparks	
Sunsmart		
Drug Education		

Rights & Responsibilities

At Barwon Heads Primary School we actively promote the ideals of Freedom, Respect, Equality and Dignity 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.

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

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 to school. • To respect and care for our school buildings and grounds. 	<p>Staff responsibilities are :-</p> <ul style="list-style-type: none"> • To maintain and contribute to a climate where all students have the opportunity to learn and play happily in a positive environment. • 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 regularly with parents about their child's education and behaviour. 	<p>Parent & Carers responsibilities are:-</p> <ul style="list-style-type: none"> • To assist the child to develop a positive self image, tolerance and understand of others. • To follow your child's progress with interest and enthusiasm. • To ensure that your child attends school and is punctual. • To inform teachers on any relevant medical and family situations. • To support the school in providing an aesthetically pleasing and stimulating school environment. • To be aware of and encourage your child to observe the school Code of Conduct built into the Student Engagement Policy.

Shared expectations

The Barwon Heads Student Engagement Policy encourages students to be responsible for their own actions and to accept the consequences of their 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) outlines 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. As such, all members of the school community including 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 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 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 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 is the focus	Accept differences and celebrate them Respect others needs in the learning environment Acting in a courteous manner towards others Communicate and respect peers and adults in all areas	Accept and endeavour to understand differences 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

Sources: Victorian Charter of Human Rights and Responsibilities 2006
Disabilities Standards for Education 2005

School actions and consequences

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

<u>Stage 1 - Prevention and Early Intervention Strategies</u>	School Actions
Recognise appropriate behaviour	<ul style="list-style-type: none"> • Identify what a student is good at and provide opportunities to demonstrate their strengths • Classroom Monitoring • Communicate with parents • Highlight positive events in the school newsletter • Provide leadership opportunities • Give positive feedback • Students the right to represent the school • Monitor Student Central • Utilise Transition information
<i>School-wide processes to identify students at risk of disengagement and programs for early intervention</i>	<ul style="list-style-type: none"> • <i>Liaise with kindergartens and secondary colleges when implementing Transition Programs</i> • <i>Whole school implementation-Program Achieve - You Can Do It!</i> • <i>Involve Student Welfare co-ordinator</i> • <i>Engage SSSO staff through referral process Referral Process</i> • <i>Consult Student Mapping Tool</i> • <i>Employ Integration/Special Needs Teacher</i> • <i>Use Student Attitude to School Survey to inform planning</i> • <i>Monitor Student Central</i> • <i>Conduct Diagnostic Assessments</i> • <i>Seek advice from Community Support Agencies</i> • <i>Conduct testing and determine funding levels for PSD</i> • <i>Provide Reading Recovery</i> • <i>Specialist support for Literacy/Numeracy</i> • <i>Starting Right Program</i> • <i>Safe Schools are Effective Schools</i> • <i>It's Not Okay to be Away</i>

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

<u>Stage 2 – Targeted Individual Response Strategies</u>	School Actions
Understanding of the life circumstances of the child/young person	<ul style="list-style-type: none"> • Review previous school/grade files • Parent Teacher Interviews • Teachers develop a positive relationship with all students and parents based on mutual respect • Implement a “Starting Right “Program at the beginning of the year to establish classroom expectations • Discuss appropriate behaviours in the classroom • Students undertake effective transition programs throughout school life • Review files on Student Central • Contact parents
Establish data collection strategies	<ul style="list-style-type: none"> • Use school roll/misconduct records to determine patterns • Survey students • Bullying Audit • Student Central records • Consult Student Mapping Tool
Establish a Student Support Group	<ul style="list-style-type: none"> • Introduce a Student Support Group (SSG) early once direct intervention is being considered • Determine SSG frequency on a needs basis • Develop and follow comprehensive plans • Modify teaching/learning practices based on an Individual Learning Plan
Plan for improvement based on data, and review regularly	<ul style="list-style-type: none"> • Individual Learning Plan, Individual Behaviour Plan, Return to School Plan • Develop a Professional Learning Team or whole staff discussion based on the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey

<p>Explicitly teach and/or build replacement behaviours</p>	<ul style="list-style-type: none"> • You Can Do It! Program • Explicitly teach Interpersonal Skills Curriculum • Modify curriculum according to data gained through assessment • Values Education • Utilise Circle Time • Buddy Program • Leadership Program • Friends for Life Program
<p>Determine strategies for monitoring and measurement of student progress</p>	<ul style="list-style-type: none"> • Assessment Schedule Cycle • Review NAPLAN results • On Demand Testing Yrs 4-6 • English On Line Interview P-2 • Athletics • Prep Assessment • Review past assessments conducted by current/previous school and SSSO staff • Student Central data
<p>Inclusive and consistent classroom strategies</p>	<ul style="list-style-type: none"> • Implement Values Education Program • You Can Do It! foundation activities • Starting Right • Differentiated Curriculum – cater for individual differences • Individual Learning Plans • Literacy Support Program • Utilise a variety of Teaching styles • Teacher aide support • Student undertakes tasks designed to better equip him/her to behave positively • Teachers reflect on their won practices as part of professional development
<p>Out of class support strategies</p>	<ul style="list-style-type: none"> • Engage SSSO staff • Student Welfare Co-ordinator • Literacy Support Program • Bridging the Gap • Provide cooling off space • Community service activities • Vegie Garden activities • Choir • Tournaments of the Mind

	<ul style="list-style-type: none"> • Debating • Conduct small group programs e.g. Friends For Life & Social Skills
External advice and consultation	<ul style="list-style-type: none"> • Seek and use the advice of the Student Support Services Offices Staff (SSSO) • Refer to Child and Adolescent Mental Health Services (CAMHS) • School professional development that relates to issues being managed • Contact community service organisations for individual support • Contact Regional Office staff for advice
Consistent short term approaches for managing more challenging behaviours	<ul style="list-style-type: none"> • Withdraw a student from an activity or class for a short time • Refer to the Education Mobile Unit (EMU) • Give detention for serious and /or continual misconduct after parent/carers have received notification • Suspension & Expulsion: For serious disciplinary measure follow DEECD Engaging Schools are Effective Schools: Students Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184

When inappropriate behaviour occurs the following stages of consequences exist.

Consequences of Misconduct

- Stage 1 A reminder and explanation is given to the child that the behaviour is unacceptable.
- Stage 2 If the behaviour continues, a verbal warning is given to the student and may be recorded on Student Central in each classroom.
- Stage 3 Time Out – students will be given ‘time out’ from the playground and will spend the time in another classroom or appropriate setting. Parents may be notified.
- Stage 4 Report of Misconduct
After the Principal has been informed of serious behaviour breaches a Report of Misconduct (a pink slip) will be sent home to inform parents of the student’s breach of the Code of Conduct.
- Stage 5 Discipline Meeting for Student support
A meeting is held to discuss the student’s behaviour and strategies that will assist the child.
Recommendations may be made for the student to be referred to appropriate student services.
- Stage 6 Withdrawal or Detention
Students may be withdrawn from major events such as camps or excursions due to inappropriate behaviour or a 30 minute after school Detention may be imposed. Parents will be informed as per DECEED guidelines.
- Stage 7 Exclusion – Suspension and Expulsion
Processes involved in suspension and expulsions are serious disciplinary measures and will follow DECEED guidelines in consultation between students, parents, Principal and staff members concerned as outlined in Appendix 12 – 18 of the Student Engagement Guidelines 2009.



Report of Misconduct

Name of Student

Grade.....

Date.....

Description of the Incident

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Action taken at school

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Parent Action

Notification only
Please discuss this incident with your child

To arrange a mutually convenient time to meet
Please contact the Principal on 5254 2324

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Principal

.....
Teacher

Please discuss the above incident with your child and acknowledge this notice by signing and returning it to school tomorrow.

Breaches of the Conduct Policy this term:

1

2

3

I have discussed this Report of Misconduct with

Signed

Date

I would like to make an appointment to discuss this report of Misconduct.

Student Acknowledgement of Responsibility

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Signed

Written Response from Parent

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Signed

Supporting Policy documents

Barwon Heads Primary School Student Engagement Policy is supported by a variety of school based policies. These policies are regularly reviewed by School Council and include:

- **Barwon Heads Strategic Plan 2008-2011**
- **Dignity and Respect Statement**
- **Values for Australian schooling**
- **You Can DO It! Program – Program Achieve**
- **Student welfare Policy**
- **Sunsmart Policy**
- **Student Dress Code**
- **Disability and Integration Policy**
- **Asthma Policy and Procedures**
- **Gifted and Talented Students Policy**
- **Anaphylaxis Management Policy**
- **Truancy Policy**
- **Student wellbeing Policy**
- **Student Leadership Policy**
- **Social Competencies Policy**
- **Parent Involvement Policy**
- **Mandatory Reporting Policy**
- **Discipline Policy**
- **Interschool Sport Policy**