



STUDENT ENGAGEMENT POLICY

BACKGROUND

School Profile Statement

Camelot Rise Primary School (CRPS) is a warm, nurturing and inviting school community. As a community we aim for excellence in all that we do. The pursuit of excellence is encouraged individually and collectively through students being engaged in highly valued educational initiatives, preparing them to be global citizens.

At Camelot Rise we focus on developing the whole person and the individual needs of each child. Creative, social, emotional and behavioural developments are as important as academic achievement in our pursuit of continuous improvement.

Positive student behaviour and attitudes are developed through the Student Wellbeing program with its underlying values of respect, responsibility, resilience and optimism. The development of the current Strategic Plan prompted whole school reflection on existing practices, leading to increased student voice and further developed quality of learning and teaching practices across the school. Children are listened to and respected as individuals. There is a high expectation that all children will learn and develop to their full potential. Children leave CRPS with a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline.

PURPOSE

To ensure our school community understands the rights and responsibilities of all its members. To enable staff to provide an engaging curriculum which allows all students to develop holistically to the best of their potential.

GUIDELINES

1. Values

The school's core values are:

- **Responsibility**
Being responsible for ones work, belongings and completing tasks.
- **Respect**
Being respectful of other students, teachers and members of the school community. This includes respecting their right to learn.
- **Optimism**
Looking at the positives in life and approaching all situations with a 'You can Do It' attitude.
- **Resilience**
Always striving to do one's best and never giving up.

The school supports the development of these values within students through a range of programs such as:

- Junior School Council
- Buddies program
- Kinder to Foundation transition programs
- Level 6 to Secondary School transition programs

- Life Education- bi-annually
- Peer Mediation
- Wellbeing Focus Team
- An extensive range of lunch time activities
- ES staff/ support programs/ EAL, STA program, SAS program

2. Restorative Practices

The school is implementing Restorative Practices approach that will underpin all wellbeing activities and conferences that deal with conflict.

3. Elements of Student Engagement

- *Behavioural Engagement – participation in education: including academic, social and extra-curricular activities*
- *Emotional Engagement – reacting emotionally within the school and the classroom and how connected the students are to the school*
- *Cognitive Engagement – being intrinsically motivated to learn*

4. Equal Opportunity

The *Equal Opportunity Act 1995*

(<http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>) sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

5. The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>

6. Students with disabilities

The Disability Standards for Education 2005,

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm> 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. An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people. An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

7. Bullying and Harassment

The school aims to provide a safe and secure environment to establish the best learning conditions and promote personal growth, resilience and positive self-esteem for our students.

Definitions:

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages or images
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they wish. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

VRQA Recommendations on Child Safety Standards

At Camelot Rise we believe that all children have the right to be safe and protected, including at school. Registered schools and other child-related organisations have an important responsibility for keeping children safe. Child abuse, and

arrangements that allow it to occur, will not be tolerated. Victoria's children deserve nothing less. Camelot Rise implements Child Safety guidelines and procedures into all documentation and practices. Please see <http://www.vrqa.vic.gov.au/childsafes/Pages/default.html> for more details.

IMPLEMENTATION

Whole School Prevention

Creating a positive school culture and environment

Learning takes place within the social context of the school, which has a significant impact on both the quality and the opportunity for learning. Student engagement and school connectedness underpin effective student learning. Camelot Rise strives to provide a positive environment in which all teachers share responsibility for student wellbeing, where students feel safe and have a strong sense of belonging and wellbeing. A key component of the school's approach to prevention is teaching positive behaviours, embedding social and emotional learning into the daily curriculum (brain gym/ brain food/ circle time) and the use of logical restorative practices to address any issues around behaviour/ engagement.

CRPS provides a caring, stimulating and challenging environment that nurtures resilience and physical and mental wellbeing in all students. The school recognises that all students are lifelong learners. We recognise that students learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning and achievements.

A diverse school community

Camelot Rise is a learning community that embraces the diverse cultural backgrounds of our global community. The school community recognises the rights of its members to celebrate their cultural background under the banner of multiculturalism. The students, families and staff of the school operate in an atmosphere of acceptance, mutual understanding and respect. Inclusive teachers know their students and understand their learning needs. They are able to adapt to current pedagogical knowledge and apply it differently so each student is engaged in meaningful learning experiences.

Student Engagement

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural Engagement

At CRPS, students are provided with an opportunity to participate in various academic, social and extra-curricular opportunities and programs. The curriculum is run inclusively and is structured in a manner that enables all children to have access to knowledge in an engaging, creative and relevant manner. The various learning styles, abilities and interests are used to create a school culture which is student centred.

Emotional Engagement

A feeling of connectedness with one's peers and teachers is a fundamental element to ensure that students are engaged with their school. At CRPS the opinions, ideas and aspirations of students are encouraged, respected and where possible, implemented. Students are encouraged to help organise the structure of their classroom and foster a positive school environment through the use of class meetings and the junior school council. Teachers listen to and respect student ideas, actively seeking to develop positive working relationships. Students are encouraged to develop positive relationships with their peers through small group activities and school wellbeing programs.

Cognitive Engagement

For students to succeed in their learning it is crucial that they develop a love of learning and a sense of intrinsic value in the attainment of knowledge. Students are, where possible, encouraged to pursue areas of academic interest. They are encouraged to use learning styles and presentation methods of their choice. Students' effort and achievement is highly valued at Camelot Rise, where students are supported to achieve at their cognitive level.

RIGHTS AND RESPONSIBILITIES

Guiding Principles

Every member of the Camelot Rise Primary School community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. All students and adults also have the responsibility to contribute to creating both a safe and supportive environment.

We all have a **right** to:

- be an individual at school and be treated fairly whatever our appearance, beliefs or abilities
- be respected and treated with kindness and courtesy at school
- express our feelings and opinions in appropriate ways
- work and play whilst feeling safe in a supportive and cooperative environment
- expect that rules and expectations are fair, consistently implemented and that everyone's rights are supported.

We all have a **responsibility** to:

- be courteous, kind and respectful to others
- listen to others with mutual respect
- maintain a safe and secure school environment
- support school rules
- develop responsibility for our own actions
- value others for their individual differences
- work to achieve our personal best whilst allowing others to do the same.

Shared Expectations

The behavioural and emotional engagement of students is a crucial component the smooth operation of the educational programs at Camelot Rise. It is the school community's responsibility (including teachers, other staff and the principal), to provide a curriculum that will support the sense of connectedness that provides the foundation for student's wellbeing at school. The communication of this with students and parents is vital. Without this support, significant behavioural and emotional problems may be encountered, influencing not only the student involved but his/her fellow students and potentially other members of the school community as well.

Students

Students have the right to learn in a safe and supportive environment in which their academic and social needs are recognised and where possible, met. Students have the responsibility to support the development of a positive school environment by acting in an appropriate manner, respecting teachers and other school staff and not disrupting the learning of other students.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyberbullying) or harassment they are able to fully develop their talents, interests and ambition. • participate fully in the school's educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn. They will contribute to an engaging educational experience for themselves and other students. • as they progress through school, be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

- with support, be expected to participate fully in the school's educational program and attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ Carers

Parental/ Carer involvement is a key feature of the school, with participation welcomed in all aspects of school life. Camelot Rise values the interactions and contributions of our students, parents/ carers, staff and the wider community.

Parents and carers have the right to expect their child will be treated with respect and courtesy. They have the right to expect their child will be provided with an education that is inclusive and supportive of their child's needs. They have a responsibility to treat school staff respectfully and provide a supportive learning environment for their child outside of school hours.

Rights and Responsibilities of Parents/ Carers

Rights	Responsibilities
Parents/ Carers have a right to expect: <ul style="list-style-type: none"> • that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. • the school will engage in constructive communication with them regarding their child's wellbeing. 	Parents/ Carers have a responsibility to: <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • ensure their child's regular attendance. • engage in regular and constructive communication with school staff, regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students.

Principal Class, Teachers and School Support Staff

All school staff have the right to carry out their duties in an environment in which their professionalism, property and personal safety are respected. Staff have the responsibility to be fair and equitable to all students. They should be professional, organised and display a commitment to life-long learning. Teachers have a responsibility to provide an engaging and inclusive curriculum that incorporates the academic, emotional and social interests of all students in their care.

At Camelot Rise we have caring and committed staff who work hard to make our children's schooling experience a happy and positive one and who bring a variety of skills, interests and experiences which greatly enhance CRPS. Our teachers strive to deliver programs which provide quality education that fosters a love of learning and a desire to want to know more. Strong teamwork and innovative practices are a feature.

Our QUEST inquiry model encourages children to be inquirers through questioning, higher order thinking, relevant and authentic learning opportunities. This allows students to take a greater responsibility for their own learning through active reflection and goal setting. An extensive range of programs and a variety of extra-curricular activities are offered to further develop and enhance students learning and cater for individual talents and interests. The students at Camelot Rise have the opportunity to participate in a broad range of programs which support their classroom learning and allow them to have enriched experiences throughout their years here. We actively cater for children with high intellectual potential and special talents and provide all children with a challenging and engaging curriculum.

Rights and Responsibilities of the Principal, Teachers and School Staff

Rights	Responsibilities
All School Staff have a right to: <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly 	All School Staff have a responsibility to: <ul style="list-style-type: none"> • fairly, reasonably and consistently implement the

<p>and cooperative environment</p> <ul style="list-style-type: none"> • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>engagement policy</p> <ul style="list-style-type: none"> • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning • create and maintain safe and challenging learning environments • differentiate the curriculum through inclusive teaching practices • use a range of teaching strategies and resources to engage students in effective learning • model school values • provide support programs where needed • provide services that meet the needs of individuals.
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ACTIONS AND CONSEQUENCES AT CRPS

Student engagement, regular attendance and appropriate behaviours should be encouraged through the implementation of whole school strategies, supported by targeted and individualised support. These elements are the responsibility of the whole staff. The Restorative Practices initiative undertaken by Camelot Rise should guide all school staff and students to resolve conflicts and maintain a sense of wellbeing for everyone.

Student engagement and positive behaviours are supported most effectively through relationship based and whole school and classroom practices.

In the case of serious behavioural breaches or as a result of continued poor behaviour, the Principal or Assistant Principal may consider a more significant consequence. Serious behavioural breaches may include the use of abusive language or violent actions against another student, staff member or a visitor. These potential consequences include internal suspensions for a day or various days. In some extreme situations of continued poor behaviour, a behaviour management plan will be drafted and shared with families, students may be excluded from school.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- 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 where appropriate for individual students (ILP's)
- consistently acknowledging all students (awards, celebrations at assembly)
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making (JSC, Year 6 Leadership initiatives)
- consistent tracking of student learning and progress
- providing physical environments conducive to positive behaviours and effective engagement in learning
- acknowledging student persistence and student or group achievements.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour.

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- tutoring/ peer tutoring
- timely and sequential mentoring and/or counselling
- use of SSSO services
- convening Student Support Group (SSG) meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing personalised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example, experiential learning, work education, camps/outdoor education/creative arts
- involving community and regional support agencies.

Discipline procedures- suspension and expulsion

When considering suspension and expulsion, schools are required to follow the procedures listed in the DET guidelines published in '**Student Engagement and Inclusion Guidance**' found at <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. Some consequences that may be used prior to suspension:

- withdrawal of privileges
- withdrawal from class. If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/ carers should be informed of such withdrawals.
- For all incidences in the playground, incidents will be recorded on Compass and followed through with relevant students by the staff member the incident was brought to and relevant staff notified.
- For all severe incidences (unsafe behaviour, fighting, damage to property, bullying, violence), students will be sent to the office where follow up will be undertaken by senior staff/ leadership.
- For all major incidents or repeated severe incidents, students will complete a time out monitored by senior staff/ leadership. This information will also be recorded on Compass.

Attendance

(See Attendance policy)

The school provides a safe and supportive learning environment which aims to develop student connectedness to school. For students to be engaged in their learning, regular, consistent attendance is necessary. Camelot Rise will promote the DET strategy of 'Every Day Counts'. Student absences are recorded in CASES and closely monitored. If irregular attendance is evident it will be addressed by:

- taking into account the individual student's background and needs
- ensuring clear expectations are understood by the student, teacher and parent/ carer.
- providing consistent school and classroom environments
- scaffolding the student's learning
- involving the parents/ carers
- providing counselling for the student and their family if required
- convening a Student Support Group if required
- developing a Student Attendance Improvement Plan
- involving community agencies if required.

EVALUATION

1. Comparison of data from Attitudes to Schools Survey
2. Comparison of data from Parent Opinion Survey
3. Comparison of data from Staff Opinion Survey

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

RELEVANT DOCUMENTS AND LINKS

This policy is to be read in conjunction with:

The Equal Opportunities Act
 Charter of Human Rights and Responsibilities Act
 Disability Discrimination Act
 Bullying and Harassment Policy
 Social Media Policy
 Junior and Senior ICT User Agreement

- Effective Schools are Engaging Schools- Student Engagement Policy Guidelines-
<http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>
- School Accountability and Improvement Framework-
<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>
- Disability Standards for Education-
<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>
- Safe Schools- <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>,
<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>,
<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>
- Charter of Human Rights-
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>,
http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
- Equal Opportunity Act- <http://www.det.vic.gov.au/hrweb/divequity/eo/eeoact.htm>
- Education and Training Reform Act 2006- <http://www.education.vic.gov.au/about/directions/reviewleg.htm>
- VIT Teacher Code of Conduct- http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
- School Attendance Guidelines-
<http://www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx>

CERTIFICATION

This policy was endorsed by School Council at the meeting held on ... September 2018.

Signed..... Signed.....
 Principal School Council President