

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

1. School Profile Statement:

1.1 Context:

Lyndhurst Primary School is a new school located in the Marriott Waters Estate in Lyndhurst. The school opened for all levels, Prep-6, in 2011. Lyndhurst is a Public/Private Partnership School that lies in the south-eastern growth corridor, in the City of Casey. The school opened with approximately 160 students and rapid growth is highly likely in the first few years of its existence. Lyndhurst Primary School, like several other schools around the state, is part of a new partnership agreement between the Victorian State Government and Axiom Education, a private consortium. Whilst Axiom and its partners are responsible for the construction and on-going maintenance of the school facility, in every other respect, Lyndhurst is a State Government Primary School.

1.2 Curriculum:

The curriculum at Lyndhurst is based on the Victorian Curriculum which is expected of all government schools in Victoria. The early years program (Prep-2) is based on an “investigations” learning approach. This investigations learning is strongly focused on engaging children through utilising their natural propensity to learn through play to build a strong foundation of essential literacy and numeracy skills. At the higher levels (year 3-6), children gradually move to an “inquiry-based” curriculum. Inquiry based learning is all about building lifelong learners. It is focused on giving children the skills and abilities to be able to increasingly take control of their own learning and to give them to time to study, learn and think more deeply.

1.3 Environment:

More than the location, the facilities and the resources in a school, it is the people that give it life and define its character. In an environment in which teachers work in a supportive, respectful workplace, where students are engaged in meaningful and relevant learning tasks in safe and encouraging surroundings and where parents can constructively participate in an inclusive, welcoming school, real education can take place, not only for each child but on a broader community level. Lyndhurst Primary School is a school that includes and embraces its local community. We welcome the contributions that parents and the community can make to the education of our children and the facilities and resources of the school are available to the community as a shared resource that benefits all.

1.4 School Culture:

At Lyndhurst, we are building three active cultures that intertwine to create an environment that encourages success in student learning and academic results as well as high standard student interactions and behaviour.

The first culture is one of high expectations of the students. High expectations by teachers of their students are translated into high expectations of the school by the community which reflect their high aspirations for their children. This is a key ingredient in our success as a school. Building an aspirational community engenders a culture of high expectations and high achievement.

The second culture is one of high expectations by teachers of each other. Our community respects and admires the commitment of the members of staff. There is an expectation amongst staff that all will contribute in a significant way to the accomplishments of the school and all will share in the pride of the resulting success.

The third critical culture is one in which students have high expectations of each other. This essential element is crucial in maintaining an orderly learning environment and encouraging high levels of achievement. There is a high standard of behaviour that is not only expected of the students but that students have a right to expect of each other.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

1.5 Overview:

Lyndhurst is a school that provides support, encouragement, and growth opportunities for staff and which is characterized by high student motivation to learn and high teacher motivation to teach and to continue to learn. This is a school in which the whole community can participate and of which the whole community can be proud.

2. Whole School Prevention Statement:

2.1 Mission Statement

Lyndhurst Primary School is a purpose built Public-Private Partnership school that offers a range of flexible and shared learning spaces. Situated on the Marriot Waters wetlands, the school services the educational needs of a diverse and culturally rich local community.

Our aim is to develop the skills, attitudes and abilities of students to achieve their full academic, creative and social potential and to make positive contributions throughout their lives.

We will accomplish this by:

- delivering a curriculum that challenges each individual and empowers students to create their own learning pathways
- supporting a cohesive team of professionals committed to exceptional teaching and ongoing learning
- engendering a shared vision that wholly engages children and the community in the process of learning
- sustaining an environment that values diversity
- providing and maintaining high quality and innovative resources

2.2 Core Values

Optimism

“Optimism is the faith that leads to achievement.” - Helen Keller

Respect

“Respect. Have it not only for others, but also for yourself.” - Xondra Day

Integrity

“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.” - Oprah Winfrey

Empathy

“Seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.” - Alfred Adler

Responsibility

“Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else.” - Les Brown

2.3 Prevention Programs:

Attendance:

Full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. Lyndhurst Primary School will be involved in the “It’s Not Okay To Be Away” program and student attendance is monitored promptly and effectively.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

Circle Time:

Circle Time/Healthy Habits Happy Kids happens every day in every classroom and its main aim is to give every child a voice, every day. Students and the teachers sit in a circle together to take part in games and activities designed to increase:

- Student Wellbeing
- Understanding and value of self
- Understanding and value of others
- Positive relationships
- *Our students and teachers love Circle Time each day. It is fun, non-threatening and encourages thoughtful reflection.* Healthy Habits Happy Kids includes starting and ending the day with a short wellbeing activity.

There are only 3 rules during Circle Time:

- Listen when others are speaking
- The right to pass

Be positive (avoid ‘put downs’)**Restorative Practices:**

We use a Restorative Practice approach at Lyndhurst Primary School. This is a way of viewing relationship-building and behaviour management in schools that works to strengthen a sense of community among students and between students, teachers and parents. In the Restorative Practice philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrong-doer to be truly accountable for their behaviour and to repair any harm caused to others.

“You Can Do It” – Program Achieve

This is a program to teach and reinforce positive behaviours using the five keys to success: *Organisation, Persistence, Confidence, Getting Along and Resilience, as part of the whole school Healthy Habits Happy Kids program.* The terms and understandings of the program will form a key component of our personal development programs, creating a common language with which to promote and discuss issues of achievement, success, goal setting and social competence. Positive signage across the school will contribute to distributing the “You Can Do It” message.

Other programs:

Other related programs include buddy programs, environmental activities, school wide events, open nights, strong community involvement, Kinder-school transition, individual learning plans, behaviour management plans, transition activities throughout the school, a school leadership program and a junior school council.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

3. Rights and Responsibilities:

3.1 Rights

Every member of the school 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.

All members of Lyndhurst Primary School community have a right to:		
<ul style="list-style-type: none"> Fully participate in an environment free of discriminatory behaviour including racist, sexist, ability based, class based, religious based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion. Be treated with respect and dignity. Feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
All students have the right to:	All staff have the right to:	All parents have the right to:
<ul style="list-style-type: none"> Learn and socialise without interference or intimidation in a safe and secure environment. Be treated with respect and fairness as individuals. Expect a learning program that meets their individual needs. 	<ul style="list-style-type: none"> Expect that they will be able to teach in an orderly and cooperative environment. Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. Receive respect and support from the school community. 	<ul style="list-style-type: none"> Know that their children are in a safe, happy learning environment where they are treated fairly and with respect Expect a positive and supportive approach to their child's learning. Expect communication and participation in their child's education and learning.

3.2 Responsibilities

All members of Lyndhurst Primary School community have a responsibility to:		
<ul style="list-style-type: none"> Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community. Participate and contribute to a learning environment that supports the learning of self and others. Ensure their actions and views do not negatively impact on the health and wellbeing of other members of the school community. 		
All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
<ul style="list-style-type: none"> Be prepared to learn. Recognise their full potential. Respect the rights of others. Be encouraged and supported to take greater responsibility for their own learning as they progress through the school. Attend school regularly. 	<ul style="list-style-type: none"> Fairly, reasonably and consistently, implement the engagement policy. 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. Use a range of teaching strategies and resources to engage students in effective learning. Treat all members of the school community with respect, fairness and dignity. 	<ul style="list-style-type: none"> Build positive relationships with members of the school community. Ensure students attend school. Promote respectful relationships. Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

3.3 Charter of Human Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. It sets out a list of 20 rights that reflect the following four basic principles: freedom, respect, equality and dignity. 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.

3.4 Equal Opportunity Act

The Equal Opportunity Act 1995 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.

3.5 Disability Standards for Education

The Disability Standards for Education 2005 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.

4. Bullying and Harassment

4.1 Definition:

Bullying is the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Cyber-bullying includes the use of the internet, email, intranets and phones.

4.2 Types of bullying

Bullying can take many forms:

- Verbal Name calling, put downs, threats
- Physical Hitting, punching, kicking, scratching, tripping, spitting
- Social Ignoring, excluding, leaving out, alienating
- Psychological Spreading rumours, stalking, dirty looks, hiding or damaging possessions

4.3 What should parents do if their child is being bullied?

- Encourage a sense of assertiveness and resilience in the child
- Watch for signs of distress in the child
- Take an active interest in the child’s social life and acquaintances
- Listen calmly to the child’s concerns without overreacting
- Inform the school if bullying is suspected. The initial report is best directed to the child’s class teacher but, at any stage, the Principal and/or the Assistant Principal can be contacted.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

4.4 Action which can be taken:

An action plan may be developed. This is a plan of action to deal with the bullying. The steps in this plan will vary depending on: the severity of the bullying, the extent of repetition of bullying, the number of students involved, where the bullying is happening and whether the bullying is physical or psychological.

The steps could include:

- To regularly identify and address bullying behaviour through the use of a Bully Ballot.
- Restorative Practices being implemented
- Parental contact
- Meetings with all involved parties – community conferencing
- Regular reviews

The matter will only be considered resolved when all parties are in agreement

A student or group of students who are bullying others will be taken away from the situation and the following actions will be taken:

- Implementation of Restorative Practices
- Discussion with their teacher
- They will be given guidance in appropriate ways of behaving
- Parents will be informed by the relevant staff
- Disciplinary action will be taken if required

4.5 Bystanders

One of the most important ideas we try to teach the students is that bullying is a whole school community problem, and that standing up to someone who is bullying one of your friends is often effective in stopping the bullying. We teach the students that bystanders are powerful – even just standing next to the person who is being bullied to give them silent support can change the situation positively. Behaviour ignored is behaviour condoned.

4.6 Resilience and assertiveness

Building assertiveness and resilience in children is a key factor in minimising the impact and spread of bullying behaviour. Programs such as “You Can Do It” assist in equipping children to challenge and resist bullying behaviour, thereby limiting the power of that bullying behaviour to have a negative impact.

5. Shared expectations and understandings

5.1 Expectations

At Lyndhurst Primary School, we will continue to promote our “*three cultures*” in all aspects of school life and will encourage the school community to play their part in developing and extending the cultures more broadly.

Our three cultures are:

- *Staff and parents have high expectations of children.*
- *Staff have high expectations of each other.*
- *Students have high expectations of each other.*

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

5.2 Restorative Practices

The school is committed to the use of restorative practices with students.

5.3 Diversity in the School Community

Our school community is diverse, with more than 35 different languages being spoken by our families. Lyndhurst Primary School is committed to diversity and inclusion in providing the highest level of service to our community. We aim to create a school that is diverse, fair and inclusive. Staff are expected to model respectful and inclusive behaviours in their interactions with students, parents and the community

We are committed to creating a respectful, safe and inclusive school, free from discrimination, harassment, bullying or vilification. Racism, race-based harassment or bullying, racial or religious vilification will not be tolerated at any time.

The school promotes and celebrates the value of cultural, religious, racial and linguistic diversity and recognises that education and early childhood development is critical to the success of multicultural communities. The school will proactively develop strategies and plans to create better outcomes for our culturally and linguistically diverse (CALD) community.

We aim to celebrate and benefit from this diversity by:

- Maintaining and attracting a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community.
- Participating in cultural diversity celebrations including Harmony Day and Diversity Quest.
- Engaging our parent community in planning and delivering a culturally diverse and inclusive curriculum.
- Reflecting the cultural diversity of our community in our workforce planning and employment practices.
- Providing a physical environment that is welcoming and reflects the diversity of our community.
- Connecting with groups and individuals in the broader community who can contribute positively to building and encouraging inclusivity in the school environment and the facilities.

5.4 Attendance

At Lyndhurst Primary School we aim to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly and without unnecessary or frivolous absences.

In compliance with DET procedures, Lyndhurst Primary School will:

- Promote regular, 'on time' attendance with all members of the school community.
- Monitor and follow up on lateness and absences as per our Attendance Policy.
- Work with local schools to reduce student absences across the network.

6. School actions and consequences:

6.1 Staged Response

Lyndhurst Primary School requires the active involvement of parents in the learning and behaviour of each student. We seek to foster this cooperative approach with parents through the prep transition process, reports, parent/teacher interviews, community forums, phone calls, meetings and communication books.

In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that compromise the ideal. When this occurs, we will use a Staged Response to address the issues that have arisen.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

If a student misbehaves he/she may move through the following steps.

NOTE: If the situation is serious then the steps may be shortened:

6.2 Minor incidents:

Consequences for minor incidents of inappropriate behaviour will include:

Inside the classroom:

1. **In the vast majority of cases Restorative Practices will be sufficient to deal with any minor student misbehaviour.**
2. **The Behaviour consequence continuum outlines the steps to handle incidents of student misbehaviour.**
3. **In some cases, it may be necessary to seek support from team members, sub school leaders and Leadership.**

Outside the classroom:

In the vast majority of cases of playground misbehaviour, appropriate disciplinary action can be instituted “on the spot”

Verbal

- If it is a first offence, warning is usually sufficient.
- If it is a repeated offence, a sterner warning is required or further action may be necessary.
- Modified Restorative Practices model (kept in Yard Duty bag)
- Walk with Yard Duty teacher
- Time Out in the yard in suitable location
- Time Out at the office
- Assistant Principal involvement
- Play coaching

After 3 minor incidents, parent will be contacted

6.3 More serious incidents

Consequences for more serious incidents of inappropriate behaviour may include:

- Full Restorative Practices
- Session to Restore Relationships – card attached in yard duty bag
- Behaviour Management Plan implemented
- Time out at lunchtime or detention
- Restorative Practices Community Conference
- Suspension – in school or at home at Principal’s discretion, using DET
- Expulsion at Principal’s discretion, using DET Student Engagement Guidelines

All serious incidents – parents will be contacted by phone

Common sense and teacher discretion is to be used in all situations.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

6.4 Classroom Discipline Procedures

In the vast majority of cases, classroom teachers can handle classroom discipline procedures. The school focus is on a positive behaviour approach. In some cases, it may be necessary to seek support. In the initial instance, support should be sought from team members, grade level and unit coordinators.

6.5 Playground Behaviour

In the vast majority of cases of playground misbehaviour, appropriate disciplinary action can be instituted “*on-the-spot*”. Individual incidents of serious misbehaviour may require time-out but other disciplinary action should be used wherever possible. The Welfare Coordinator may record playground misdemeanours on the Student Welfare Database. Where several occurrences of playground misbehaviour occur in a short period of time, the Welfare Coordinator may institute time-out.

6.6 Time-Out Procedures

Time-out is one of a range of disciplinary procedures to which teachers may resort. It involves one half hour session of lunchtime detention for each day of time-out given. Time-out is given for a period of 1 to 5 days, depending on the seriousness of the misdemeanour.

6.7 Student Behaviour Contracts

Student Behaviour Contracts are administered by the Assistant Principal. The student’s parents(s)/guardian(s) must be contacted for an appointment with the Assistant Principal. At this meeting, the full implications of the contract must be explained to the parents/guardians and the student. All parties, including the classroom teacher should sign the contract. At the completion of the contract, one of three actions can take place. These are outlined on the contract form. At the completion of a contract, all relevant documentation, including the contract itself, should be retained in the Individual Student Behaviour Record files. The commencement and completion of the contract should be recorded on the Student Behaviour Summary sheet and on the Student Welfare database.

6.8 After School Detention

Students who misbehave during a term on a Behaviour Contract, get more than two time outs, or fail to attend time-out on time, may be given After-school Detention. After school detention will be supervised by the Assistant Principal.

6.9 Suspension And Expulsion Procedures

Where normal disciplinary action has failed to correct a discipline problem, (e.g. where a Student Behaviour Contract indicates no discernible improvement in behaviour) or where a single incident is of sufficient severity, suspension or expulsion procedures may be instituted. The Assistant Principal should coordinate suspension and expulsion procedures. The procedures for suspension and expulsion are outlined in the “Effective Schools Are Engaging Schools – Student Engagement Policy Guidelines” (2009) document.

Restorative Practices will be the overarching approach used at Lyndhurst Primary School. (See Part 4)

Corporal Punishment will not be used at Lyndhurst Primary School on any occasion.

	Policy Name:	Student engagement	First approved:	08-2011
			Last approved:	06-2021
	Responsible:	Well-being Committee	Review date:	06-2024
Status	Policy status: Minor revisions – based on template Council approval not required Council consultation not required		Basis	Based on original document and DET Template

7. Evaluation:

7.1 This policy will be evaluated in line with the school's three year policy review cycle.

References:

- Student engagement
<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expired/engagement.aspx>
 Disability Policies and Practice
<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/policies.aspx>
 Charter of Human Rights
https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx
 Equal Opportunity Act
 Education and Training Reform Act 2006
 VIT Teacher Code of Conduct
<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>