

Altona Green Primary School



Student Engagement Policy

...building a positive future by developing life long learners who value themselves and others

2.2.1 SCHOOL PROFILE STATEMENT

Altona Green Primary School was established in 1990, and is located in a residential area of Altona Meadows 20kms west of Melbourne. The student population of 350 consists of children from a diverse range of cultural and ethnic backgrounds. Our school belongs to the Hobson's Bay network of schools with whom we work collaboratively, to provide the best education for the students across our local area.

We are committed to the values of: KINDNESS, ENCOURAGEMENT, FAIRNESS, ACCEPTANCE and RESPECT with all our actions underpinned by these shared values. We use the *TRIBES* agreements of: mutual respect, attentive listening, appreciations/no put-downs and personal best when working with each other.

Altona Green Primary School encourages students to respond to high expectations, to work effectively with others, and acknowledges that students learn best when they have confidence in their own abilities and a sense of personal worth.

We see our classrooms as learning communities where children are offered a broad curriculum from Prep to Grade 6 with diverse learning experiences in the arts, the sciences and physical and sport education. Learning Technologies are an integral part of the classroom program with low computer ratios together with all Year 1-6 classrooms equipped with an Interactive Whiteboard that complements the teaching and learning processes. A component of our Prep curriculum is a *Developmental Play Based Investigation Program*.

We strive to create a friendly and safe environment for our students, staff and families and welcome and encourage the support of both our local community and our parents. Our school practices a restorative-justice approach when dealing with any conflict with our students and families in our school community, seeking always to restore relationships in a positive way.

All students have the opportunity to participate in a wide range of enrichment activities including intensive swimming programs, camps and excursions, instrumental music, sports teams and gifted and talented and interest-based programs. We are proud to offer our students in Years 3-6, involvement in the *Stephanie Alexander Kitchen Garden Program* which is well established in our school programs. Our school provides a before and after school program as a service to the local community.

Altona Green Primary School is committed to building a positive future, by developing lifelong learners, who value themselves and others. We work towards achieving this through building positive relationships with children in a safe, supportive and caring environment.

2.2.2 WHOLE SCHOOL PREVENTION STATEMENT.

At Altona Green Primary School, the foundation of our positive school culture is the active participation of all members of the school community. They feel valued, safe and secure, are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential.

At Altona Green Primary School there are many programs that are central to the wellbeing of our students. Some of these programs are preventative and some are designed to intervene and support classroom and home strategies when issues are identified. All our wellbeing programs support our school values;

Altona Green Primary School values individual dignity and worth within a democratic and caring environment. Our school community aims to provide and foster programs and practices which are dependent on the following crucial values. KEFAR is our mascot who promotes these values.

KINDNESS	<i>At our school we are friendly and caring to others in all sorts of ways</i>
ENCOURAGEMENT	<i>At our school we help, praise and support others in all sorts of ways</i>
FAIRNESS	<i>At our school we treat everyone the same by sharing and taking turns</i>
ACCEPTANCE	<i>At our school we include others and show that we understand and celebrate everyone's differences</i>
RESPECT	<i>At our school we show that we care for all people and things</i>

The School Council and staff regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school staff is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their individual learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through innovative pedagogy developed using the Department's E5 Instructional Model and VELS Physical, Personal and Social and Interdisciplinary learning domains.

Altona Green Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The school has implemented the "It's Not OK to be Away" and "It's Not Great to be Late" programs. (see appendix)

Restorative Practices

Altona Green Primary School has adopted a restorative justice approach to discipline. A restorative approach allows the children involved in the conflict to be involved in restoring the harm that has been done through the process of answering a series of set questions. Those children affected by the conflict have the opportunity to state how they feel and have input into what consequences should happen to restore the injustices. Through scripted questioning, teachers facilitate the 'conference' or 'sorting-out session' between the children and formalise the agreements of the action that is to occur. (see appendix)

Communication may take place formally or informally with parents depending on the nature of the incident.

2.2.3 RIGHTS AND RESPONSIBILITIES

Every member of the 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.

In order to show a commitment to our school values, the following AGREEMENTS are in place in our school community, for all staff, parents and students to uphold:

MUTUAL RESPECT	<i>We will treat people the way we want to be treated.</i>
APPRECIATIONS NO PUT DOWNS	<i>We will speak kindly to others and think of other people's feelings.</i>
PERSONAL BEST	<i>We have a responsibility to always try to do our best and to acknowledge the efforts of others.</i>
ATTENTIVE LISTENING	<i>We will listen with our eyes, ears and minds.</i>
PARTICIPATION/ RIGHT TO PASS	<i>We have the right to pass in certain activities; and we know that the more we participate, the more we gain.</i>

- The language of the agreements is used consistently across the school.
- The agreements are displayed and referred to in all teaching areas and administration areas including OHSC.
- Classrooms are set up to allow for community circles/meetings which are used in classrooms as a forum for students to share their: *Cares, Concerns, Compliments.*
- All teaching programs should contain some type of cooperative group work.
- The use of 'energizers' are promoted as a positive strategy to re-engage students and re-focus concentration.

Bullying

Bullying is not tolerated at Altona Green Primary School. The Anti Bullying policy defines bullying as ongoing and targeted intimidating, threatening behaviour that makes someone feel uncomfortable or unsafe. It can be:

Physical (hitting, punching, kicking, poking, tripping, stealing)

Verbal (name calling, put downs, threatening)

Psychological (spreading rumours, stalking, dirty looks, hiding /damaging possessions)

Social (ignoring, excluding, ostracising, alienating)

Cyber (being bullied by mobile phone, text messages or email. See Internet Acceptable Use policy and agreements.)

The purpose of the policy is to ensure that each child feels safe in all environments within the school by providing a support system for children who have been bullied, providing guidance for children who show bullying behaviours, providing staff with a workable, consistent approach to bullying behaviours and to provide children with strategies to avoid becoming victims of bullying. Children at all levels participate in the "Friendly Schools and Friendly Classrooms" program.

Altona Green Primary School acknowledges its obligations under the *Equal Opportunity Act 1995*, *Charter of Human Rights and Responsibilities Act 2006*, *Disability Discrimination Act 1992* and the *Education and Training Reform Act 2006* and endeavours to communicate these obligations to all members of the school community.

2.2.4 SHARED EXPECTATIONS

Our Staff Relationships With Children

At Altona Green Primary School, our aim is to build positive relationships with children in a safe, supportive and caring environment.

As students progress through school they need to 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.

Students should participate fully in educational programs by attending regularly. They should also be expected to display positive behaviours that demonstrate respect for themselves and others.

Behaviours which we promote:	Behaviours which we avoid:
Being a role model for our students	Letting ourselves and others down as role models
Being approachable	Raising our voices inappropriately
Varying teaching to cater for individual learning styles	Providing repetitive activities
Using: <i>Pause, prompt, praise</i>	Using negative remarks
Promoting social interaction	Using bribery
Admitting when we have made an error	Dishonesty
Promoting self- confidence	Using put-downs, humiliation
Accepting children's strengths and weaknesses	Constantly providing the same activities for all students
Building trust	Using intimidating actions/bullying
Providing challenging activities	Providing non-challenging activities
Using appropriate incentives or recognition	Inappropriate consequences
Promoting greater tolerance of each other	Intolerance

Our Staff Relationships with Parents

At Altona Green Primary School we recognise that establishing positive relationships with parents/guardians is paramount to the ongoing welfare and development of our students.

Behaviours which we promote:	Behaviours which we avoid:
Providing positive communication, both written and oral that reflects the policies and practices of our school	Providing communication with parents that is inappropriate
Having an open mind	Having a closed mind
Greeting all parents around our school in a pleasant and friendly manner	Being unwelcoming
Accepting and being tolerant of the differences in others	Being intolerant
Encouraging parents to be active partners in their child's learning	Consistently discouraging parental involvement
Promoting and practising confidentiality at all times	Discussing other children or parents with others inappropriately
Being a positive role model for our school	Being unprofessional
Following up on issues, concerns	Not following up
Give honest feedback which offer strategies if appropriate	Giving no feedback
Acknowledging concerns	Ignoring concerns

2.2.5 SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support when required. Each week we promote a value and students may receive a KEFAR postcard when these values are observed.

A Whole School Approach each year:

<p>Term 1</p> <p>Whole school topic</p>	<p>Whole school works on a 'Learning to Learn' Topic with a focus on:</p> <ul style="list-style-type: none"> • classroom dynamics • classroom culture • values education • Tribes agreements <p>Social Skills are crucial for ALL classrooms to 'teach' continuously, but particularly in Term 1</p>
<p>Values Education</p>	<p>Each week in term 1 we will TEACH, PRACTISE and PROMOTE a value:</p> <p>Week 1: KINDNESS</p> <p>Week 2: ENCOURAGEMENT</p> <p>Week 3: FAIRNESS</p> <p>Week 4: ACCEPTANCE</p> <p>Week 5: RESPECT</p> <p>Week 6: REVIEW</p>
<p>Whole school timetabling of the implementation of "Friendly Schools Friendly Classrooms" Program (see appendix).</p>	

Throughout the year we may draw on the following programs to support the needs of students:

WELFARE PROGRAMS

PROGRAM	DESCRIPTION
<p>Big brother/big Sister</p>	<p>Student-Student mentor relationship</p> <p>Pairs are linked after recommendations from staff and communication with parents. Pairs of students meet both informally (over lunch) or more formally (work together on a task) on a regular basis</p>
<p>Significant others</p>	<p>Teacher-student mentor relationship We recognise that there are many special relationships that some children have formed with a staff member at a particular time. Those relationships are built on trust. A child experiencing difficulties at school, whether it is through challenging behaviour, family distress, friendship issues often draws on this staff member to discuss issues and seek support. This initiative recognises the importance of the relationship to this child and allows other staff to have knowledge of this.</p>

SWAG(Sitting with a grandparent) Nursing Home visits	The SWAG program sees children visiting our local Nursing Home to build empathy, consideration for others, tolerance and kindness. The children visit to spend time with residents on a regular basis.
Gender PE	Additional classes grouped by gender are organised for groups of students to further develop confidence, self-esteem and social skills.
Buddy Reading	Specific children are linked with aides/teachers to spend time reading one-on-one to further develop skills, confidence and self-esteem.
Optional 'clubs'/Lunchtime programs	Special 'interest/hobby' type programs taken by interested staff who volunteer their expertise, time and energies. During these times, children may get to know new friends whilst learning a new skill. These classes may run on a short term basis eg. for 3 weeks, a whole term or all year
School community projects	Children work together on projects that benefit our school or community eg. Our Art Mural at Central Square Library. Areas tagged to a different level so children can look forward to the responsibility-look at ways to link these with the wider community.
F.I.S.T program/Social skills programs.	Feeling is Thinking program to assist those children needing additional support for strategies to manage their anger. These programs operate on a needs basis.
Community Links	This initiative looks at all opportunities to link our school with its local and then broader community. Members of our community will be invited to come into school to share expertise Former students invited back to speak to students about life after Altona Green PS
JSC	This leadership program is a forum for our students' voices. It models the senior School Council where it looks at issues, seeks solutions and makes recommendations and/or decisions appropriately. Junior School Councillors not only represent their class, but also our school.
Buddies Program	<p>Our buddy programs allow individual students to develop a significant relationship with another student from a different level. This promotes friendships being formed and values being developed.</p> <p>Transition Buddies: Current Prep children are paired with incoming kinder children. Visits to the kinder and participation in the transition program at Altona Green Primary School contributes to the development of relationships.</p> <p>House Buddies: On enrolment children are allocated one of the four 'houses'; Red, Green, Yellow or Blue. These houses are multi-age. Children are allocated a buddy each year from their house. Activities and special events are held throughout the year to enable relationships to develop.</p>

Attendance

Altona Green Primary School follows the “It's Not OK to Be Away” guidelines which is a state-wide initiative building a school and community approach to the issue of student attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed.

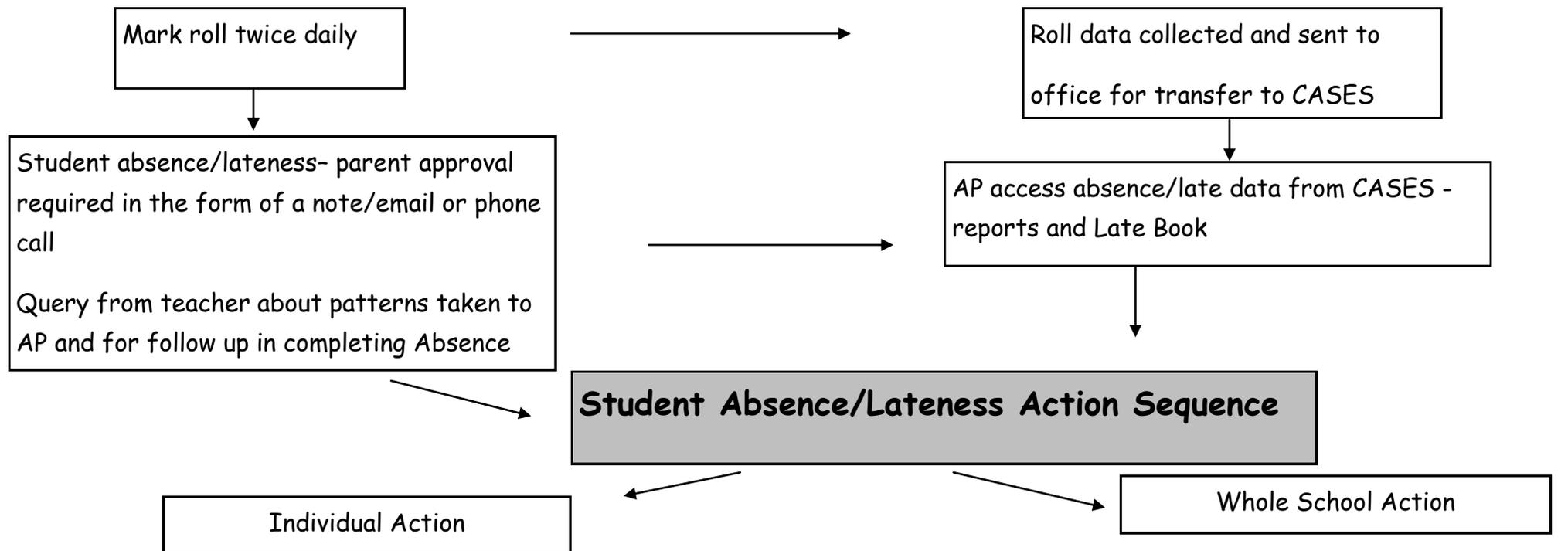
We also include the “It's Not Great to be Late” initiative which promotes the importance of arriving on time to maximise learning.

Altona Green Primary School acknowledges that student attendance is the responsibility of everyone in the community. The school monitors, communicates and implements strategies to improve regular school attendance as a prerequisite for improving educational outcomes.

Discipline Procedures-Suspension and Expulsion.

A student will be excluded from school only in a situation where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to a student's behaviour.

Altona Green Primary School will follow the DEECD “*Student Engagement Policy Guidelines-Procedures for Suspension*” and “*Student Engagement Policy Guidelines-Procedures for Expulsion*”.

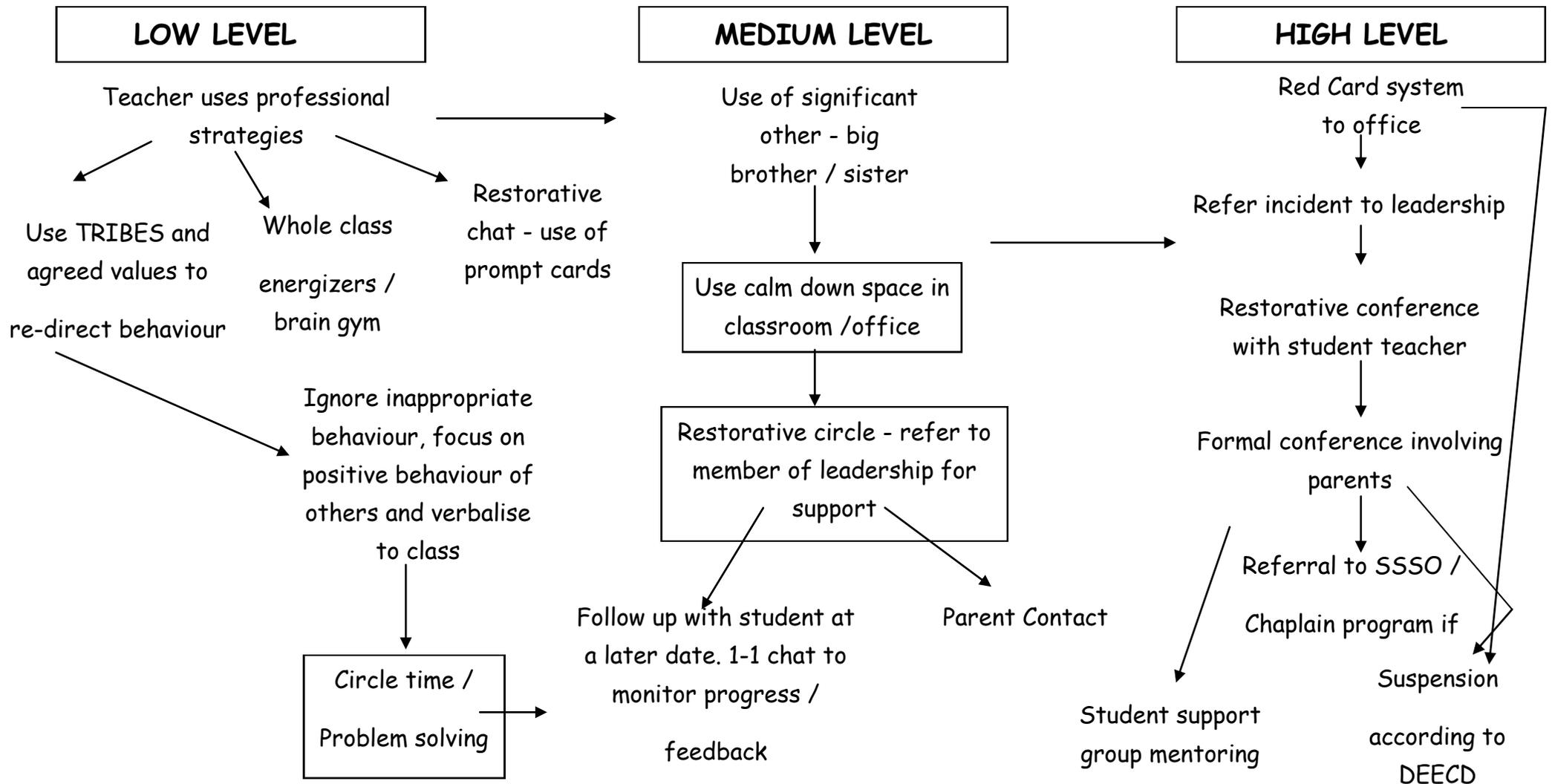


- Individual Action**
- Phone Call AP/teacher
 - Letter sent home with data AP
attendance charts and stickers.
Catch up work sent home (long term) Teacher
 - Survey children as to why they are late/parent survey AP
 - Brochure sent home - It's Not OK to be Away or It's Not Great to be Late
 - Support from GO/Social worker
 - Home Visit

- Whole School Action**
- Display poster around school promoting school attendance - It's Not OK to be Away
 - Review of classroom practice/engaging activities/routines to encourage punctuality/attendance. Teacher/AP
 - Targets set—what data do we use and how often do we collect it? Staff
 - Teacher expectations
 - Staff punctuality /attendance
 - Newsletter item - attendance profile Teachers
 - Assembly - attendance reports linked to targets

STUDENT MANAGEMENT

We use a restorative approach to enable all students to re-engage with their learning



Give child positive reinforcement when good choices have been made. Follow up with brief 1-1 informal conference to track progress.

Anecdotal notes / records must be kept if disruptive behaviour is ongoing.

Yellow and pink forms may need to be completed and given to Raelene at the office to record instances.

The Important Role of Parents

As Parents you can:

- Be aware of the signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged equipment or clothing
- Take an active interest in your child's social life and acquaintances
- Assist your child to discuss any incidence of bullying with a teacher. If possible, allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement
- If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use
- Be positive about your child's qualities and encourage your child to be tolerant and caring
- Be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school
- Be willing to inform the school of any cases of suspected bullying even if your child is not directly involved or affected
- Do not deal directly with the other children or their parents but work through and with the school
- Discuss the school's expectations about behaviour and how best to deal with bullying

The Shared Concern Approach

We use the 'Shared Concern Approach' to deal with incidents of bullying. Briefly this approach consists of the following:

1. Individual meetings are held, with each of the students involved in the bullying situation, e.g. the students or students bullying, the person being bullied and any bystanders who may have seen what was happening.
2. Each student is asked about the problem and to suggest ways in which he or she personally could help to improve the situation
3. The person being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation.
4. Follow-up meetings, discussions and planning give students the opportunity to change and improve their attitudes and behaviour and to put these into practice in a supportive environment.

Bullying can be a complicated problem, which takes time and patience to resolve properly. Using this approach, we are committed to the safety and well being of all students.

Altona Green Primary School

Anti-Bullying Policy



STATEMENT ON BULLYING

We aim to establish a community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school

RIGHTS AND RESPONSIBILITIES

At Altona Green Primary School, everyone has the right to feel safe and valued and every member of the school community has a responsibility to ensure that this happens.

Our community does not tolerate bullying or harassment.

Definition of Bullying

Bullying is the wilful, conscious desire to repeatedly hurt, threaten or embarrass someone

Types of Bullying:

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Hitting, slapping, punching • Kicking • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things e.g. stones 	<ul style="list-style-type: none"> • Getting another person to harm someone
Non-Physical	<ul style="list-style-type: none"> • Mean and hurtful name-calling • Hurtful teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone • Cyberbullying - MSN and SMS
Non-Verbal	<ul style="list-style-type: none"> • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing and hiding and/or damaging others belongings

What a Parent Can Do:

If your child is involved in bullying, he or she needs your confidence, understanding and support.

If your child is being bullied:

- Encourage talking; it may be difficult but be patient.
 - Try not to overreact, listen calmly and try to work out the facts.
 - Give assurances that the situation will be changed.
 - Assure your child that it happens to most people at some time. We learn to avoid it, cope with it or confront it.
 - Reassure your child that it is not happening because there is something wrong with him or her.
 - Identify reasons why bullying is hurtful and explain that not responding helps in stopping the unwanted behaviour.
 - Report the matter to a staff member, even if unsure of the extent of the bullying. The staff member /school is now alert to the possibility of a problem.
 - Tell your child that physical or verbal retaliation on their part is NOT the answer.
- Always try to work through the school, but talk with your child about what you are doing and why

If your child is bullying others:

- Make it clear that bullying because of revenge, for annoyance or fun is unacceptable
- Help your child to understand the difference between assertive and aggressive behaviour.
- Make it clear that hurting or distressing another person unable to defend him or herself is a form of weakness and proves nothing.
- Explore the possibility that the child is seeking attention and love. Are there home or school situations that are contributing to the bullying? Sensitive discussion may indicate that the person bullying may also be being bullied.
- Explore the need for development of self-confidence and success in another area to counter poor self-esteem
- Talk with other parents, friends, teachers and share ideas and experiences.

Once the school has knowledge of an issue a teacher will:

LISTEN and offer immediate support.

Arrange a meeting with ALL concerned:

1. Explain the process, the role of the teacher and the need for confidentiality and the rules:

2. Everybody listens:

- Each person, in turn, tells what happened to them

3. Resolving the conflict:

- Each person states what they need if the problem causing the conflict is to be solved

- The mediator helps both sides to work out strategies and to reach agreement

Report the incident to the school's leadership team

Because of time constraints it may not always be possible for a teacher to manage this process, and therefore a member of the school's leadership team must be advised.

About a week later, sooner if necessary, the teacher or a member of the school's leadership team discussed with all concerned, how things are going and helps to alter strategies, if necessary.

THIS PROCESS OCCURS ON THE FIRST OCCASION. CONTINUED INCIDENTS WILL RESULT IN REFERRAL TO THE PRINCIPAL OR ASSISTANT FOR THE POSSIBLE APPLICATION OF BEHAVIOUR MANAGEMENT CONSEQUENCES

What is Bullying?

Bullying is when these things happen **AGAIN AND AGAIN** to someone and it is hard for the student being bullied to stop these things from happening:

- Being **ignored**, left out on purpose, or not allowed to join in.
- Being **made fun of and teased** in a mean and hurtful way.
- **Lies or nasty stories** are told about someone to make other children not like them.
- Being made **afraid of getting hurt**.
- Staring or giving someone **mean looks or gestures**.
- Forcing someone to do things they **don't want to do**.
- Being **hit kicked or pushed** around.

If you are being bullied by mobile phone, text messages or email

- **Make a note** of exactly when the message was sent and save it
- **Tell a parent or teacher** straight away

Be careful who you give your mobile phone number or email address to.

Asking for Help.

DOBBING; is when a person tries to get attention to get someone into trouble.

ASKING FOR HELP is when someone feels the situation is out of his or her control and he or she is unable to deal with it alone and needs help.

ASKING FOR HELP IS ALWAYS OK.

Who can I Ask For help?

- My teacher or a teacher on yard duty.
- My parents
- A school friend
- A family friend
- Someone we trust.

If it happens to me;

- **Tell the person who is bullying to STOP.** Tell them clearly that you don't like what they are doing.
- **Ignore** them and walk away.
- **Seek help.** Talk about it to someone you trust.
- **Tell a teacher.** Feel confident that it can be solved.
- **Talk it over with your parents.** They can help you.
- **Do not retaliate** with physical or verbal abuse.
- If you are experiencing bullying on the way to or from school, **tell your parents and walk home with a friend.**

If you see it happening to someone else;

- **Tell the person to stop bullying**
- **Be a friend** to the person being bullied
- **Encourage** the person being bullied to tell someone they trust.
- **Seek help** and talk it over with a teacher.

ASSERTIVENESS

Speaking and behaving in a confident and direct way so that people will pay attention to you.

HOW:

- Speak in a firm and friendly way.
- Stand up tall and look the person in the eye.
- Stand up for yourself politely
- Try and look calm
- Feel confident and in control
- Feel ok about yourself.



Altona Green Primary School's Rules on Bullying:

1. We will not bully others
2. We will try and help students who are bullied
3. We will make an effort to include students who are left out.
4. We will talk to an adult when we see bullying.



Altona Green Primary School



Bullying Information Pamphlet for kids

Bullying is scary and upsetting. It can sometimes make you feel as if it's your fault.

IT'S NOT!!

There are things you can do.

Restorative Chat

Prompt Card

To the wrongdoer	To the person harmed
<ul style="list-style-type: none">• Tell me what happened• What were you thinking at the time?• Who has been affected by this? In what way?• What do you need to do about it?• How can we make sure this doesn't happen again?	<ul style="list-style-type: none">• Tell me what happened• What did you think when it happened?• How has it affected you?• What's needed to make things right?• How can we make sure this doesn't happen again?