



Brentwood Park Primary School

Student Engagement Policy

BRENTWOOD PARK PRIMARY SCHOOL PROFILE STATEMENT

BPPS is a large school that has been operating since 1995. It is located in a housing estate established in a growth corridor in the outer suburban area of Berwick.

The school is well placed within its community with the pre-school and secondary college either side and further along the road are a community centre, medical facilities and small shopping centre.

The following purpose of the school is clearly articulated as:

Purpose:

Our purpose is to develop socially well-adjusted children by providing a safe, supportive and enriched learning environment where self-esteem and attainment of personal best is promoted through differentiated, high quality and parent involved educational programs.

At Brentwood Park Primary School a whole school approach to student wellbeing promotes and delivers a safe and caring environment for all children. Our programs support the children to develop strategies to assist them in taking responsibility for themselves and their own actions, promoted through the Learning and Growing Together and You Can Do It! Programs, as well as, through the Student Representative Council, Peer Mediation, Buddy System, Lunchtime Clubs and the Mentoring Program. We are proud of the children's behaviour at our school.

All staff take responsibility for all children's learning and wellbeing. Our teachers continually present a positive role model for children, having consistently high expectations. The personal relationship between the teacher and child is the foundation of learning in our school. Parents are encouraged to be involved in the school's daily programs by assisting in the classroom, being a BRIDGES volunteer, participating in whole school special activity days, celebrations, Year Level show case afternoons/ evenings and other events.

Whole School Prevention Statement

Brentwood Park strives to create a positive school culture that aims to foster resilience in the students by:

- promoting a sense of communal belonging at school
- ensuring students have a supportive relationship with at least one caring adult
- contributing to positive social behaviours and problem-solving skills
- strengthening family relationships and minimising family stress

The school utilises *The Framework for Student Support Services* to ensure the students are healthy, happy and safe so that they are then better prepared for learning. The programs that operate at the school under the four levels within the framework are:

Level One - Primary Prevention which aims to build a sense of belonging and promotes wellbeing.

The ***Learning and Growing Together Program*** undertaken by the whole school at the commencement of the year aims to achieve a learning community based on building positive relationships. To have all members learn and grow together; to think about themselves as learners and to think about their relationships with others. The program involves:

- the students participating in 'Getting to Know You' activities.
- the students outlining the reasons why they are at school.
- the students establishing a MISSION: To make our class a happy and good place to learn well.
- the students forming a VISION: What is a good classroom, a good student and class teacher?
- the students exploring shared values and school community values: RESPECT, RESPONSIBILITY, EXCELLENCE and TEAMWORK.
- the students exploring the relationships that they will build for the year.
- the value of teamwork being reinforced.

The ***You Can Do It! Program*** is facilitated once a week in the classrooms with a focus on a foundation per term. The program's *main purpose is to provide all children with the foundations for achievement and social/emotional well-being, the foundations being Confidence, Persistence, Organisation, Resilience and Getting Along.*

Brentwood Park promotes collaborative and cooperative relationships, with Lunchtime Clubs proving popular, where students can choose from computers, library, dance, fitness and crocheting clubs.

The school offers **Student Leadership programs** of which **the School Captains, House Captains, Peer Mediators** and **Student Representative Council** are the main programs.

Level Two: Early Intervention which aims to strengthen coping and reduce risk.

The **monitoring** of student achievement and programs implemented, such as **Additional Assistance and BRIDGES**.

The Connections **Seasons Program** deals with changes which occur in families through death, separation, divorce or related circumstances. The program focuses on issues such as self-esteem, managing feelings, problem solving, decision-making, effective communication and support networks.

The **City of Casey YouthLinx Program** and **Graffiti Talk**, as well as, the **Relationship Australia's I Like, Like You Program** are provided in order to improve self-esteem and to deal with issues that may arise in adolescence such as bullying, peer pressure and friendship. Additionally, pastoral care is offered through the school's **Chaplain**.

Level Three - Intervention Strategies which aim to support the individual student and provide treatment.

This area involves a range of student support services, such as the DET Psychologist, Social Worker and Speech Pathologist for a number of students with learning or behavioural concerns. Outside agencies may become involved, such as Child First, Connections or Windermere.

Level Four - Postvention Strategies which deal with the area of out-of-the – ordinary traumas, emergencies and tragedies that needs careful planning to enable appropriate response.

Rights and Responsibilities

At Brentwood Park every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Every community member deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act (2006) outline 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.

All members of Brentwood Park Primary School community have the right to-		
<ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behavior-including racist, sexist, ability-based harassment, bullying, including cyber-bullying (e-Smart), 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 members of Brentwood Park Primary School community have a responsibility to-		
<ul style="list-style-type: none"> • acknowledge their obligations under the Equal Opportunity Act 1995, Disability Discrimination Act 1992 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 which supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other community members 		
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 and 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 to be able to work in an atmosphere of order and cooperation • use discretion in the application of rules and consequences • 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
All students have the responsibility to-	All staff have the responsibility to-	All parents have the responsibility to-

<ul style="list-style-type: none"> • be prepared to learn • explore their full potential • respect the rights of others 	<ul style="list-style-type: none"> • build positive relationships with students as basis for engagement and learning • use and manage the resources of the school to create a stimulating, safe and meaningful learning environment • 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 regularly and punctually, and have the appropriate learning materials • promote respectful relationships
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SHARED EXPECTATIONS

The values which Brentwood Park Primary School are committed to and which form the basis of our actions within our community are –

- **Responsibility** *A responsible person is someone who can be counted on by others to do the right thing at all times.*
- **Respect** *A respectful person treats others in a caring and valued way.*
- **Excellence** *A person who shows excellence is someone who tries to be the best they can do everything they do.*
- **Teamwork** *A person who displays good teamwork, works positively with others to achieve a goal.*

Brentwood Park has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our community.

Expectations of staff:

Engagement

The School Improvement Team will:

- uphold the right of every child to receive an education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity, disability and human rights legislation
- collaborate with the school community to develop policies and procedures consistent with its values of the DET guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra- curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

The staff will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends student learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice to develop a positive school culture

Attendance

In compliance with DET procedures the staff will:

- promote regular attendance with all members of the community
- monitor and follow up absences

Behaviour

Brentwood Park will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues.

The leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of the school
- monitor the profile of behaviours and the effectiveness of implemented strategies
- provide appropriate professional development opportunities to enable all staff to build their capacity to promote positive behaviours

The staff will:

- negotiate a class-based set of shared expectations with the students
- teach the students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- involve specialist expertise where necessary

Expectations of students:**Engagement****The students will:**

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences

Attendance

The students will:

- attend regularly
- provide an explanation from their parents/carers if they do not attend
- arrive at school on time and ready to learn

Behaviour

The students will:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive environment that is safe, inclusive and happy
- understand that bullying, including cyber- bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

Expectations of parents/carers:

Engagement

The parent/carers will:

- support the school's efforts to educate their children
- help the school to provide student-centred responses by providing all relevant information to the school
- be expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communication including the student diary

Attendance

The parent/carers will:

- ensure that enrolment details for their children are correct
- ensure that their children attend school regularly
- advise the school as soon as possible if their child is absent

Behaviour

The parent/carers will:

- understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour

SCHOOL ACTIONS AND AGREED CONSEQUENCES

Supporting positive behaviour and relationships

The school seeks to foster a cooperative approach with parents through informal discussions and formal parent-teacher interviews, meetings and phone calls. In encouraging and building this cooperative approach it is acknowledged there will be behaviours and incidents that compromise this ideal. When this occurs the behavior and incident are investigated and the school uses a restorative approach to repair damaged relationships. Consequences for inappropriate behaviour are outlined in the Student Code of Conduct. The school informs the parents of serious issues and will encourage parents to participate in a meeting.

The *Student Code of Conduct* details the *Classroom Expected Behaviour and Incentives negotiated with the students, and Consequences that are consistent across the whole school.*

Appropriate Behaviour

Brentwood Park acknowledges students who meet the shared expectations through recognition by:

- positive feedback
- class incentives as outlined in the Code of Conduct
- certificates, such as *You Can Do It!* and *Star of the Week* awarded at assembly
- *Catch Them Being Good* award
- leadership opportunities

Inappropriate Behaviour

- discussing appropriate behaviours in the classroom, through *Learning and Growing Together* and *You Can Do It!* programs
- talking to the students and referring them to the school's values and shared expectations
- using restorative practices when mediating both parties
- withdrawal from playground/ classroom
- withdrawal of rights i.e. excursions, camp
- suspension
- corporate punishment is not permitted

Ongoing behaviour issues

- Behaviour Contract- a contract is completed outlining expected behaviors with parent awareness/involvement
- Explicit teaching of appropriate behaviours
- Monitoring and providing feedback
- Withdrawal of the student from the playground or restricted to designated play area or withdrawal from activities, such as excursions or camp, if behaviour demonstrates risk to others or themselves.

- Counselling from DET or outside agencies personnel
- Student Support Group meetings- involving parents/carers and DET or outside agencies personnel
- Suspension and expulsion-see DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines

Evaluation of policy

This policy will be reviewed as necessary.

