

LOCKINGTON CONSOLIDATED SCHOOL

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Student Engagement Policy

Dare to Dream



School Profile & Mission

Lockington Consolidated School is part of a thriving community in a small rural township situated in North Central Victoria, 35km south west of Echuca. There is a genuine interest and commitment to all children's wellbeing and education. The school provides a supportive environment with dedicated and enthusiastic teachers and support staff.

At Lockington Consolidated School we believe that our students should learn in an environment that:

- Is safe for all children.
- Offers an extensive engaging curriculum for all students.
- Ensures that students become literate and numerate in order to fully function in the future workforce and society.
- Provides the opportunity for students to develop and extend their cultural, artistic and sporting achievements.
- Develop responsible, caring community members.
- Prepare students to become technologically literate global citizens.

The staff at LCS aim to assist each student to develop into happy and healthy community members. Their approach is based on the best contemporary research. They have moved beyond intervention alone to a rich approach to learning and teaching in order to develop socially and culturally capable global citizens.

The wellbeing of children in our care will always be our first priority. We aim to create an environment where children feel safe and are free to enjoy life to the fullest without any concern for their safety, providing them with the best opportunity to flourish as human beings.

Student voice is encouraged and valued at LCS and we live by our 4 school values of Curiosity, Creativity, Courage and Community.

What The School Is:

Our school is a Victorian government school catering for all local families from Lockington and surrounding communities.

The school's philosophy is based on the following principles:

Community:

- The school: strong partnerships between, staff, students and families.
- Belonging to and being involved with the local community
- Embracing the history and culture of the school
- The strong bonds between students of all ages
- Understanding and respect for everyone
- Being tolerant of others

Curiosity:

- Striving for excellence always
- Think independently
- Respond with wonderment and awe
- Think first

Courage

- The highest standards of personal and social behaviour
- Displaying fairness
- Trying always to do your best
- Not giving up when something is difficult
- Taking risks
- Being independent
- Accepting myself

Creativity

- Strive for originality
- Be inspired
- Participate and learn using all the senses

Purpose

The core purpose of Lockington Consolidated School is to provide a comprehensive education for all students so as to enable them to reach their academic, social, emotional and physical potential in the digital age.

We aim -

- To promote integrity, lifelong learning and the attainment of excellence
- To encourage personal goal setting, high expectations and positive attitudes towards learning
- To ensure that teaching, support and administration staff develop professionally and in unity
- To encourage participation in school programmes by the wider school community

Core Values which guide interactions between all members of our school community:

Supporting Lockington Consolidated School's Purpose are core values which are based on the Victorian Government key values. They underpin the ethos of Lockington Consolidated School.

- **Respect** – *Treat others with consideration and regard, respect another person's point of view and the wider environment*
- **Care and Compassion** – *We look after ourselves and others*
- **Honesty and Trustworthiness** – *We tell the truth, follow agreed rules, and accept responsibility for our own actions*
- **Doing Your Best** – *We always try our best and never give up until we have achieved it.*
- **Responsibility** – *We accept responsibility for our own learning and behaviour and resolve differences in constructive, non-violent ways*
- **Understanding, Tolerance and Inclusion** – *We are aware of others and their cultures, accept diversity within a democratic society, being included and including others*
- **Freedom** – *Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others*
- **Integrity** – *We act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds*
- **Fair Go** – *We pursue and protect the common good where all people are treated fairly for a just society*

Whole-school prevention statement

Lockington Consolidated School endeavours to create an environment in which every student feels safe, happy and valued.

To assist students to develop the values of our school, class and school rules are developed. These are supported by logical consequences. Individual classroom expectations are developed by students and teachers and are displayed in each classroom.

Student engagement and school connectedness underpin effective student learning.

Behavioural engagement is promoted by:

- Teaching the Respectful relationships curriculum
- a focus in Term 1 on routines and classroom rules
- implementation of Class Agreements
- focusing on values in topics that include Interpersonal Relationships
- promoting importance of appropriate behaviour
- clearly articulating appropriate behaviours
- implementing Individual Learning Plans (ILP)
- providing a Buddy Program
- providing alternate lunchtime activities

Emotional Engagement is promoted by:

- ensuring that Interpersonal Relationships have a focus in topics planned for the beginning of each year in each level
- highlighting the importance of developing strong Class Agreements at the beginning of each school year
- involving all children in negotiating classroom rules/responsibilities
- promoting 'emotional intelligences' through 'Circle time' or 'Community Circles'
- providing a Buddy Program with the Preschool
- providing the opportunity to be involved in SRC and assist in the organisation and promotion of special school social service fundraising days and whole school activities, eg. Lunchtime games and sport, Lego club
- providing student leadership opportunities

Cognitive Engagement is promoted by:

- a commitment to a daily two-hour literacy block
- a commitment to at least five hours of Numeracy instruction per week
- catering for individual learning styles
- planning an Integrated Curriculum that is stimulating and challenging
- ensuring a curriculum that presents a range of ideas and skills in a sequential manner
- making connections between curriculum and real life experiences
- planning and organising camps and excursions which complement the school curriculum
- providing literacy intervention where needed
- integrating the use of ICT into the curriculum
- use ILP's for every child

Rights and Responsibilities

Every member of the Lockington Consolidated School community has the right to fully participate in an educational environment that is safe, supportive and inclusive.

Every teacher has the right to teach without interruption.

Every student has the right to learn without interruption.

Our aim is to reinforce appropriate behaviour and discourage unacceptable behaviour.

Everyone deserves to be treated with respect and dignity.

Lockington Consolidated School will provide a positive culture where all kinds of bullying and violence are not acceptable.

Shared School Expectations

Lockington Consolidated School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected
- Identify and support students who are or may be at risk
- Do our best to ensure every child achieves their best personal and learning potential
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- Make known to parents the school's communication and complaints procedures
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- Treat all members of the school community with respect

AS PARENTS, WE WILL:

- Model positive behaviour to our child
- Ensure our child attends school on time, every day the school is open for instruction
- Take an interest in our child's school and learning
- Work with the school to achieve the best outcomes for our child
- Communicate constructively with the school and use expected processes and protocols when raising concerns
- Support school staff to maintain a safe learning environment for all students
- Follow the school's complaints processes if there are complaints
- Treat all school leaders, staff, students, and other members of the school community with respect

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

School Actions and Consequences - School Wide Positive Behaviours

Our school is committed to providing a safe, secure and stimulating learning environment. Our students can reach their full potential only when they are happy, healthy and safe.

School wide positive behaviours aim to promote and maintain a positive culture that encourages creativity, rewards courage, supports curiosity and strengthens the Lockington community.

The SWPBS system that Lockington Consolidated School has created will ensure that the values of the school are thoroughly entrenched at our school.

The rewards and consequences system in place will ensure that students in every classroom will experience a consistent approach to rewards for following the expectations and consequences for choosing not to.

Every new teacher to our school, including Casual Relief Teachers (CRTs) are trained in the SWPBS ensuring that every incident is handled according to the agreed expectations.

Each of the behaviour statements are encompassed within Lockington Consolidated School's 4Cs. The 4Cs all have a superhero, called The Captains, designed to represent the expectations to the students. The 4 Captains are;

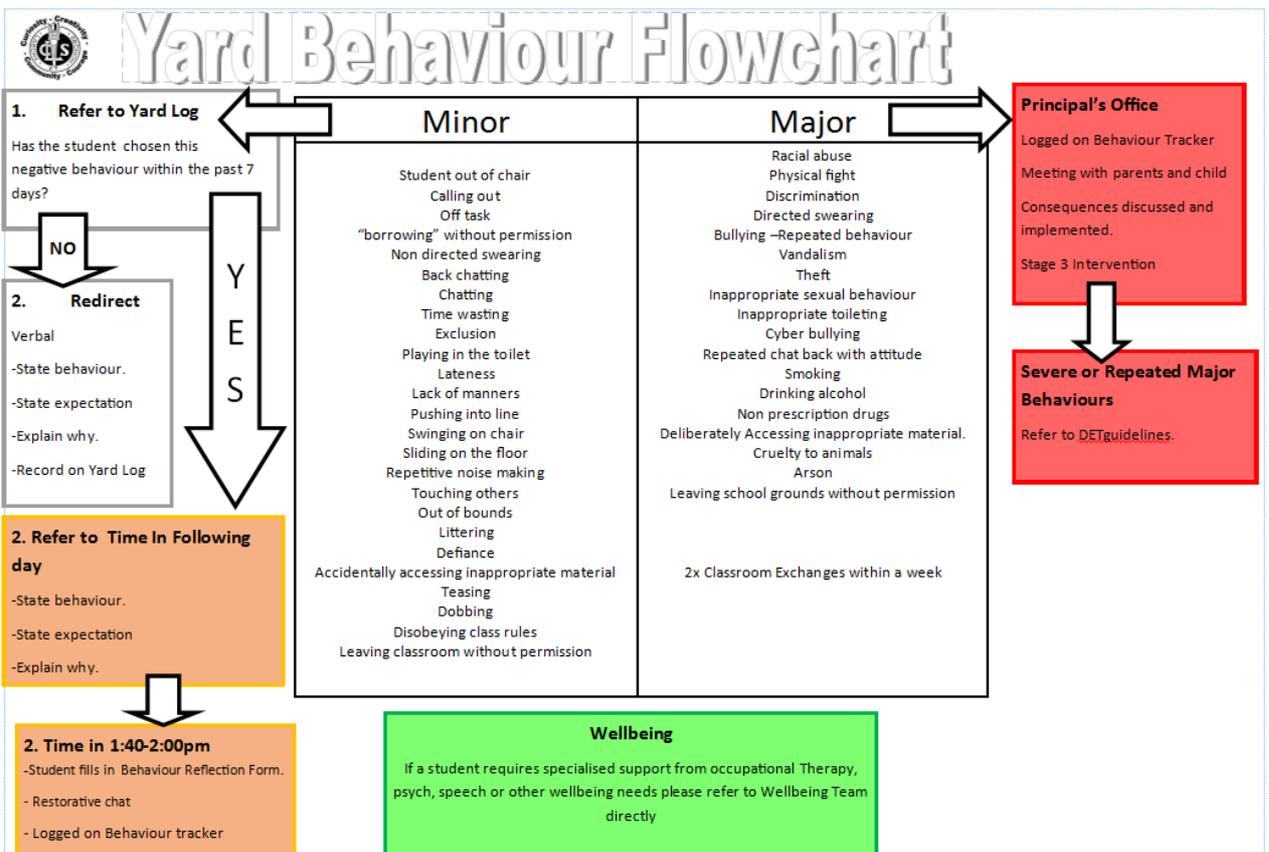
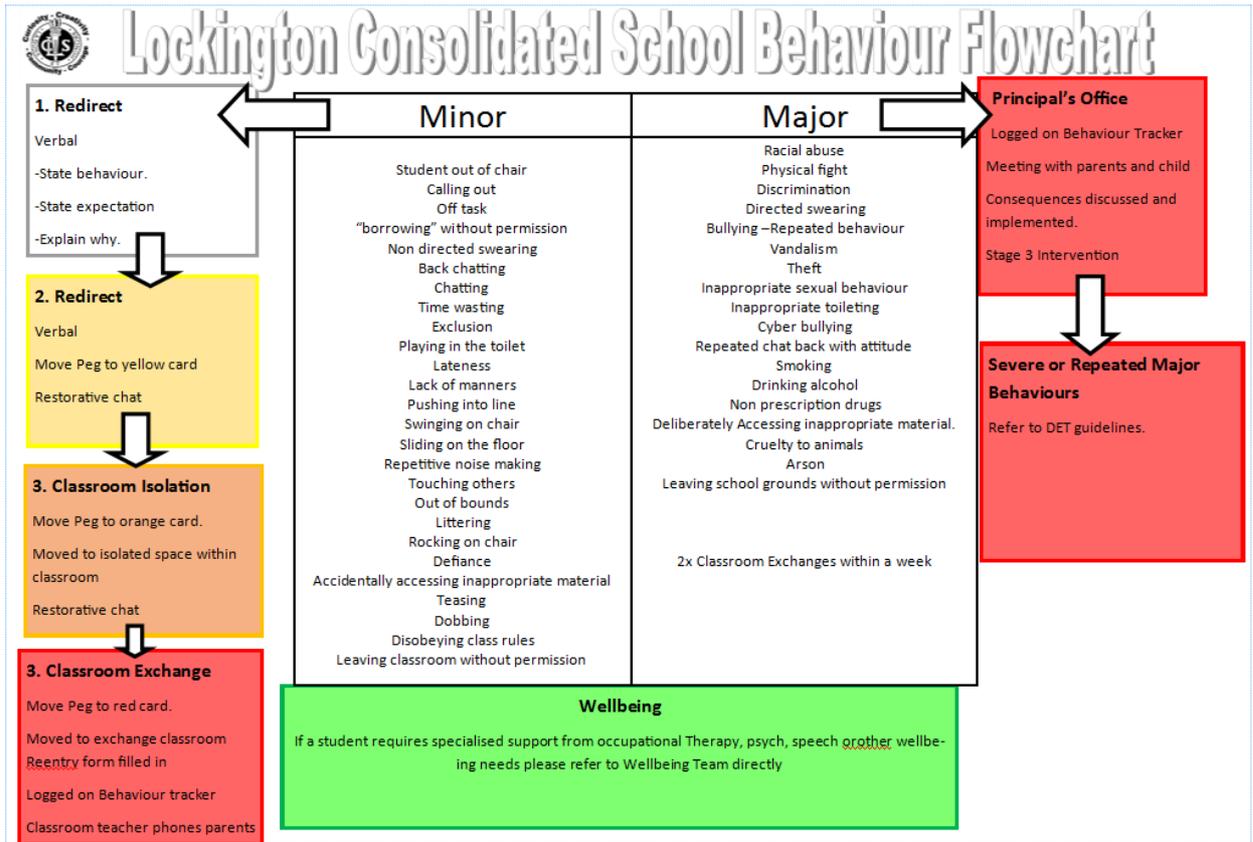
Captain Courage, Captain Curiosity, Captain Community and Captain Creativity.

To make the expectations clear, signs are posted all over the school, in classrooms, in the playground, at the office, at the canteen and even in the toilets. Each poster shows the Captain stating the expectations within that area.

If a student chooses to disregard an expectation, or behave in a non-respectful manner in the classroom, all teachers will follow the same protocols to ensure that all incidents are handled equally.

- All students have a peg assigned to them.
- Every student begins each session with their peg on the green.
- If a student chooses to ignore the expectations or break a class rule, their peg moves to the next colour.

1st Negative Behaviour	2nd Negative Behaviour	3rd Negative Behaviour	4th Negative Behaviour
<ul style="list-style-type: none"> • Verbal Redirection • State behaviour. • State expectation • Explain why. 	<ul style="list-style-type: none"> • Verbal Redirection • Move Peg to yellow card • Restorative chat 	<ul style="list-style-type: none"> • Move Peg to orange card. • Moved to isolated space within classroom • Restorative chat • Logged on Behaviour tracker 	<ul style="list-style-type: none"> • Move Peg to red card. • Moved to exchange classroom • Re-entry form completed



Student engagement, regular attendance and appropriate behaviours are supported most effectively at Lockington Consolidated by:

- Establishing fair and negotiated classroom and school expectations through our SWPBS system
- Providing personalised learning programs for all students
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Empowering students by creating opportunities for them to take responsibility and be involved in decision making.

Inappropriate behaviours, including irregular attendance, will be responded to with a prevention and early intervention focus on:

- Our understanding of the student
- Ensuring that there is a clear understanding of attendance expectations
- Scaffolding the student's learning program

Support strategies employed by Lockington Consolidated will include:

- Involving and supporting parents and carers
- Involving the Principal, class teachers, Wellbeing Co-ordinator
- Mentoring/counselling
- Convening Student Support Group (engagement, attendance or behaviour)
- Developing individualised flexible learning, behaviour or attendance plans.
- Involving a variety of community support agencies

Student Support Group

When we find the need to form a Student Support Group its aims will be to:

- Develop an understanding of the student
- Determine the student's learning, social, emotional behavioural needs and the support/resources required for improvement
- Involve key specialist staff e.g. Wellbeing Co-ordinator
- Develop an Individual Learning Plan
- Involve Student Services

The support could comprise of the following members:

- Wellbeing Officer
- Wellbeing Co-ordinator
- Principal
- Classroom teacher
- Parent/Carer
- Professional personnel.
- Parent Advocate

Whole school approaches will be employed ranging from "You Can Do It" and 'Jigsaw" programmes to reinforce the modelling of positive social behaviours as a proactive approach rather than waiting for misbehaviour to occur before responding.

Prevention and Intervention Policy

Lockington Consolidated School's Prevention and Intervention Policy is based on the premise that:

- Students have the right to be safe, to work and play without interference and to be treated with respect
- Parents have the right to expect their children will be educated in a secure environment where care, courtesy and respect for the rights of others will be recognised

Promoting School Attendance

Regular school attendance at Lockington Consolidated School enables students to maximise their full educational potential and actively participate and engage in their learning. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

Whole School Strategies

To maintain and promote high levels of student attendance and participation through:-

- Articulating high expectations re attendance to the school community
- Adopting consistent, rigorous procedures to monitor and record student absence
- Implementing attendance improvement strategies
- Creating safe, supportive learning environments where all students experience success.
- Early identification of and supportive intervention for students at risk of non- attendance.

Linking with community groups and agencies to maximise program and individual support

Early intervention strategies for our school will include:

- The promotion that poor attendance results in quantifiable lost learning time and opportunities
- Whole school modelling of punctuality
- Termly awards for students who attend 100% each term
- Regular discussion around attendance/punctuality goals in Individual learning plans

More targeted response may include:

- Immediate follow up of individual absences
- Attendance focused meetings (parent/carer, student)
- Awards for regular attendance
- Individual student attendance plan
- Procedures to support students that are absent for extended periods of time.
- Referring students and parent/carer to community agencies for additional support.

Expectations for Attendance

Lockington Consolidated School's expectation is that our students attend school each day. The Education and Training Reform Act 2006, describes reasonable excuse for a student not attending school as being due to:

- Illness, accident, an unforeseen event or an unavoidable cause.
- The student being suspended or expelled or undertaking other educational programs provided by the department or another registered school.

- The student attending or observing a religious event or obligation as a result of a genuinely held belief of the student or student's parents/carers.
- Exemption from attendance at school by the Minister.

Expectations of Parent/Carers

Parent/carers are required to:

- Ensure that their child attends school at all times on all designated school days
- Ensure that their child is on time for school each day
- Notify the school of their child's absence as soon as possible on the first day of absence
- Notify the school in advance if an absence is planned
- Work co-operatively and collaboratively with the school at times when attendance is deemed unsatisfactory
- Ensure that the contact details for their child are correct and up to date

Expectations of Students

Our students are expected to:

- Attend school at all times where the school is open for instruction
- Arrive on time for school and every teaching session
- Provide a written explanation from parents/carers to their child's teacher when they have been absent from school if no explanation was given on the day of absence

Remain on school premises during school times unless they have the permission to leave from both the school and their parents/carers

Expectations of Our School

Our school is expected to:

- Maintain accurate records of student attendance on CASES 21
- Ensure the prompt processing of student transfers
- Monitor and follow up all individual cases of student absence promptly
- Record an explanation of each student's absence.
- Working collaboratively and co-operatively with parents/carers to develop a Student Absence Plan when a student will be absent from our school for a prolonged period of time
- Convene a Student Support Group when a student's attendance is of concern to the school.

Monitoring Attendance

When a student is absent contact is to be made with the school as soon as possible on the same day. If no notification has been given upon the child's return to school a written explanation or phone call must be provided. If the absence is deemed satisfactory the cause of the absence must be recorded and entered into CASES 21.

All absence notes and records of communication must be kept by our school for a minimum period of one year.

Attendance Follow-up

If, within three days of the initial absence the parents /carers fail to provide an explanation or a satisfactory explanation, contact will be made to the parent/carer requesting a satisfactory explanation.

If, following the contact the explanation is deemed satisfactory the cause of the absence will be recorded on CASES 21. If there is no satisfactory response after ten days, it will be recorded as an unexplained absence and noted in the student's file. An attendance meeting is convened for students whose attendance is cause for concern. At this meeting an Individual Learning Plan is developed to assist the student. The action at this meeting will include:-

- Determining agreed expectations
- Establishing personal contact with parent and student
- Increasing supervision of the student
- Providing personal support and counselling for the student and parent
- Referring the student and parent to support agencies
- Teachers have the right to expect that they will be able to teach in an atmosphere of order and co-operation

School Rules/Expectations

Each year, each class collaboratively establishes a set of expectations that are consistent with the whole school rules. Class rules/expectations are prominently displayed in the room. A copy of the expectations is to be sent home to share with parents.

We have five basic rules:

1. Socially unacceptable behaviour such as bullying and swearing will not be tolerated.
2. Move and play safely.
3. Respect yourself, others and property.
4. Resolve problems calmly, sensibly and fairly.
5. Respect others through your speech, manners and actions.

We strive to provide a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed.

We are therefore committed to:

- Positive reinforcement to improve self-esteem, academic excellence, leadership and citizenship.
- Acknowledging student achievements in the school newsletter and at assemblies.
- Encouraging friendships and providing support for children new to the school. (e.g. Buddy Program)
- Providing adequate supervision for students in the playground.
- Encouraging the students to understand and practise the school rules.
- Being consistent in applying appropriate consequences.
- Encouraging sharing, tolerance and compassion.
- Enhancing and encouraging whole community relationships.

Bullying/Cyber Bullying

Definition

"A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude threaten and/or hurt others repeatedly. Bullying is a form of harassment".

All members of Lockington Consolidated School community have the right to work in a safe and caring environment free from **ALL** forms of bullying and harassment.

Through education we will endeavour to minimise all forms of harassment/bullying from our school and continue to support all students in the process.

Students, parents/carers and teachers all have a very important role to play in eliminating harassment and bullying.

Students are encouraged to '**NAME IT**' to the person and to seek a teacher or adult if it continues.

"Using violence won't stop violence."

Consequences

- Discussion following a warning
- Community Service
- Removal of a privilege
- Restorative Practices
- If behaviour continues then a room exchange for a period of time will be given
- Removal of a student from an extracurricular activity
- Parent contact
- Initiation of an individual student contract
- In house suspension for ongoing inappropriate behaviours
- Suspension procedures if disruptive and/dangerous behaviours continue
- Expulsion

Bus Travellers (See Bus Policy)

Students are expected to behave responsibly when travelling to and from school and when on buses on a school excursion. For their own safety and the safety of others, guidelines are needed. If behaviour is unacceptable children may miss out on excursions or be banned from travelling on the school bus.

In addition to school expectations, students must:

- Be on time for the bus
- Stand at a safe distance from the kerb or roadway while waiting
- Remain on the path or back from the roadway until the bus has moved away
- Wait quietly in a line without pushing
- Sit quickly and always remain seated when the bus is moving
- Wait until the bus has come to a complete stop before standing up
- Look after the bus and other's property
- Listen carefully to the bus driver's, teacher's and parent's directions

Student Discipline Procedures – Suspension and Expulsion

Lockington Consolidated School will adhere to the following protocol:

A student will only be excluded from our 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.

Lockington Consolidated School will use suspensions as a staged response employing *in school suspensions* first, allowing *out of school suspensions* to be used for the most extreme behavioural issues.

Before a student is suspended, with the exception of situations that require an immediate response, a Student Support Group meeting should be convened to inform the student and the parent/carer that a suspension is being considered.

Grounds for Suspension

A Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), if the student:

- Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- Commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- Possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or

- Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other member of staff; or
- Consistently behaves in a manner that interferes with the well being, safety or educational opportunities of any other student; or
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person.

The maximum continuous period that a student can be suspended for at any one time is five school days. A student cannot be suspended for more than fifteen school days in a school year without approval of the Regional Director.

Expulsion

Expulsion is the most serious consequence open to the Principal at Lockington Consolidated School and will only be implemented when all other measures consistent with a staged response and our Student Engagement Policy have been implemented by the school without success.

Grounds for Expulsion

A Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity);

- The student does anything for which they could be suspended (see above under suspension dot points 1- 6)
- The student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available option.

The Lockington Consolidated School Engagement Policy is supported by the following Wellbeing focused policies:

- Bus Travel
- Child Safe Standards
- SWPBS
- Student Wellbeing
- Attendance/Late
- Yard Duty
- Inclement Weather
- Anaphylaxis
- Lost Property
- Social Services
- Behaviour
- Sun Smart
- Dress Code
- Food and Drink
- Sexual Harassment
- Head Lice
- Complaints Resolution
- Equal Opportunity
- Drug Education
- Cyber safety

School Contact Information

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