

STUDENT ENGAGEMENT

The Academy: Policy

Purpose

The following policy outlines the Australian Academy of Dance's (The Academy) approach to student engagement. Successful student engagement:

- encourages the student's achievement and excellence, and prevents absences and inappropriate behavior
- fosters a healthy culture in which high levels of achievement take place within a positive social environment
- provides students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- provides support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximises student learning opportunities and performance through engagement
- provides genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- builds an environment based on positive behaviours and values
- provides cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning

Overview

The Australian Academy of Dance respects diversity and promotes the values of fairness and equity.

We provide a positive learning environment, which is supportive of, and responsive to, each child's dance and social development through a consistent approach to student wellbeing.

We recognise that the acquisition of social skills is a developmental process and that children are at varying stages.

The rights and responsibilities of students, teachers and parents are paramount within the wellbeing and discipline program as we work towards common goals in an environment, which encourages co-operation in the process.

Student, parent and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.

Our engagement and wellbeing approach is based on the following principles:

- The right to learn
- The right to be respected
- The right to be, and feel, safe.

A whole school approach to anti-bullying and building social and resilience skills occurs from Beginner level through to Majors (see *Anti-Bullying* in this document) and through everyday acknowledgement of making positive choices.

A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the learning needs of all students.

The Academy's Values

The Academy's core purpose is to develop students to be able to dance, understand and promote dance culture and etiquette, and be part of a vibrant and engaged dance community of staff, family and friends. The Academy's values underpin our actions and provide direction in our decision-making.

Quality	Providing high quality dance instruction and customer service through a team of highly motivated, professional and knowledgeable staff
Respect	Fostering a safe environment where students are empowered to be confident in their own skin, while nurturing respect for their teacher, themselves and each other
Service	Providing quality service to our customers through detailed information throughout the year, a one-stop-shop for all their needs, and a positive can-do attitude

We have a proactive approach to promoting student wellbeing and engagement through:

- Modelling positive behaviour
- Establishing clear understandings of expected behaviours
- Reinforcing appropriate behaviours
- Planning reasonable consistent consequences
- Delivering consequences in a non-punitive way

Rights and Responsibilities at The Academy

Everyone within our community (teachers, parents, students, visitors to the school), must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

The Academy believes in a positive and proactive approach to student behaviour with the intent to develop a culture where personal responsibility and self-discipline are developed and acknowledged.

We use different techniques to positively manage our students, eg:

- Non verbal hints – visual hints, “the look”, body language
- Verbal hints – general hints, specific hints, restatements, questioning

It is not possible to list rules to cover every situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence.

Consequences relating to inappropriate behaviour must take into consideration the student’s background, maturity and development and the nature and frequency of the inappropriate behavior.

The Academy Ethos

There are five simple rules that we follow at The Academy:

1. Follow teachers’ instructions
2. Move and dance safely
3. Care for yourself, others and property
4. Resolve problems calmly, sensibly and fairly
5. Respect others through your speech and actions

Bullying is seen as a serious breach of the student rights and responsibilities AND will not be tolerated in any form.

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.

The following outline the rights and responsibilities of everyone who studies at, works at, or pays a visit to The Academy:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
To learn	<ul style="list-style-type: none"> • Cooperate • Listen when others are speaking • Do your best
To be safe	<ul style="list-style-type: none"> • Dance in a safe way • Be friendly
To be respected	<ul style="list-style-type: none"> • Treat people and property with respect • Listen to other people's points of view

TEACHER RIGHTS	TEACHER RESPONSIBILITIES
To teach	<ul style="list-style-type: none"> • To implement the Academy's curriculum • To create contemporary choreography
To be respected	<ul style="list-style-type: none"> • To provide a safe environment for learning • Act fairly and with care • Listen/consider different points of view • Acknowledge parents as partners in the education of their children • Communicate effectively with parents and colleagues • Act positively in relationships with students, parents and colleagues
To be valued professionally	<ul style="list-style-type: none"> • Actively support school teaching and learning protocols • Maintain/develop professional practice • Work cooperatively with parents and colleagues in the best interests of students

PARENT* RIGHTS	PARENT* RESPONSIBILITIES
To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged	<ul style="list-style-type: none"> • Ensure children attend every lesson so they can engage and learn • Support children home practice • Encourage development
To be respected	<ul style="list-style-type: none"> • Act fairly and with care • Listen/consider different points of view • Be an active partner with teachers and staff in the education of their child • Support the school in maintaining a safe and respectful learning environment

* Includes carers/guardians/other family members

Prevention Programs

Promoting and teaching pro-social values and behaviours helps students to engage with The Academy, their peers, their teachers and their learning.

We have a number of strategies to promote pro-social values which include:

- Providing opportunities for students to learn about and demonstrate personal and group responsibilities at The Academy, eg through our curriculum programs which promote teamwork, confidence, respect and leadership
- Establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, consistent and fair consequences for negative behaviours, and through acknowledging positive behaviours
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent-teacher contact (face-to-face, email and phone conversations) and information in the newsletter to all parents

Bullying and Harassment

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment and includes physical, verbal and cyber bullying.

Cyberbullying

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobiles such as text messages. It may involve text or images (photos, drawings). Examples of cyberbullying behaviour are:

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

People can also be bullied online by groups of people such as class groups or collective members of an online community.

The Academy provides a positive culture where bullying is not accepted, and in so doing, all have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims

- To reinforce within The Academy what bullying is, and the fact that it is unacceptable
- Everyone within The Academy community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- To seek parental/care-giver and peer-group support and co-operation at all times

Parents, teachers and students are aware of the school's position on bullying as we have actively worked against bullying for the past 10 years. The school has a four-phase approach to bullying:

1. Primary Prevention

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them (through staff meetings and online training)
- Parent awareness and input relating to bullying, its characteristics and the school's programs and response
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem-solving
- To educate students of the expectations about appropriate behaviour in relation to cyber safety (studio education)

2. Early Intervention

- Promote children reporting bullying incidents involving themselves or others
- Teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing
- Parents encouraged to contact school if they become aware of a problem
- Recognition and reward for positive behaviour and resolution of problems

3. Intervention

- All incidents or allegations of bullying will be fully investigated and documented
- Both bully and victim offered counselling and support
- If bullying continues, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- Students identified through the bullying survey will be counselled

4. Post Violation:

- Counselling for victim and bully
- Consequences may involve:
 - rewards for positive behavior
 - exclusion from class
 - withdrawal of privileges
 - ongoing monitoring
 - suspension

The Academy Codes of Conduct

Everyone within The Academy community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behavior.

Attendance

Students are expected to attend every class they are enrolled in so that they can fully participate in the syllabus learning.

While it is understood that situations will arise where the student cannot attend class (travel, illness, etc), frequent absence from class will result in the student falling behind. This is unfair on the other students in the class who are working hard in their development.

Absent students may be asked to repeat a level or drop down a level, depending on their ability and progress.

Student Code of Conduct

The student code of conduct is based on our school rights:

- the right to learn
- the right to be safe
- the right to be respected

Students are expected to:

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs

The Academy supports students to achieve these by:

- rewarding effort and positive behavior
- modeling appropriate behaviour
- coaching and/or counseling

Parent Code of Conduct

The Academy community includes students, staff, parents and carers. Parents are expected to:

- display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- support The Academy's procedures and make appointments where there is a concern to be discussed

Support the implementation of student expectations by:

- following attendance and punctuality procedures
- supporting practice at home
- supporting The Academy's expectations around student behaviour

Support staff in their educational expectations of children by:

- providing The Academy with any relevant information which will assist their child's education and well being
- reading The Academy newsletters and information notices

Staff Code of Conduct

Teachers are expected:

- to lead students by modelling preparedness and respect to foster a positive learning environment
- to deliver the relevant dance syllabus in class while promoting inclusion, rigour, and accountability, with differentiated learning opportunities to develop students' skills, knowledge and independence

Actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through whole school and studio practices, including:

- establishing predictable, fair and democratic studio environments
- ensuring student participation
- providing personalised learning programs, where appropriate, for individual students
- empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- providing an environment that fosters positive behaviours and effective engagement in learning
- recognising and highlighting achievement and appropriate behaviour in various ways, such as newsletters, end of year performance speeches, and leadership opportunities

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent studio environments

Broader support strategies will include:

- involving and supporting the parents/carers
- tutoring/peer tutoring
- mentoring and/or counselling
- developing individualised flexible learning, behaviour or attendance plans

Behaviour process

Each studio operates within the rules and responsibilities as established by the teachers and students. The process through which these rights and responsibilities are followed is consistent throughout The Academy and follows these steps:

Step 1: First chance	Students are given a chance to stop what they are doing, behave safely and sensibly so that they and the other students can continue to learn
Step 2: Warning	<p>Stage 1: Student is given a warning telling them that their behaviour is affecting other students' safety and/or learning and it must stop now.</p> <ol style="list-style-type: none">1. Identify the student2. Describe the behaviour3. Indicate which rights are being denied4. Demand responsible behaviour "David, you're talking. The other students can't hear. Please be quiet". <p>In the face of any provocative or verbal resistance to the initial demand:</p> <p>Stage 2: Calmly repeat your demand. The repeated request is essential to show the immediate aim is to stop the inappropriate behaviour. It is important to note that at no time should you sound angry. The repetition of the demand should be done calmly.</p>
Step 3: Time out in the studio	Students are told that their behaviour is affecting others and because they have not stopped after a chance and a warning, they are to move away from the group for five minutes.
Step 4: Time out in the waiting area	Students are sent outside the studio and into the waiting area (to be supervised by a member of staff) for 10 minutes. After this time they can return to the studio and resume the class. At the end of class the teacher will discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. (This is the relationship building part of the behaviour management program)

Studio incidents and consequence

LOW LEVEL INCIDENTS	HIGH LEVEL INCIDENTS (WITH INTENT)	SEVERE INCIDENTS
<p>Consequence: (age appropriate)</p> <ul style="list-style-type: none"> Thinking time in studio for 5 minutes <p>In conjunction with verbal apology, and discussion with teacher reinforcing Academy rules where appropriate.</p>	<p>Consequence: (age appropriate)</p> <ul style="list-style-type: none"> Thinking time in reception for 10 minutes <p>In conjunction with verbal apology, and discussion with teacher reinforcing Academy rules where appropriate.</p> <p>Parents may be contacted</p>	<p>Consequence: (age appropriate)</p> <ul style="list-style-type: none"> Suspension of enrolment
<p>Common examples:</p> <ul style="list-style-type: none"> Talking when teacher is talking Incorrectly using dance equipment Playing in toilets Name calling 	<p>Intentionally:</p> <ul style="list-style-type: none"> Bullying, in any form Harassing Swearing Engaging in disrespectful behaviour to teacher Engaging in unsafe behaviour 	<p>Immediate suspension of enrolment applies to students who:</p> <ul style="list-style-type: none"> behave in such a way as to constitute a danger to the health of any staff member, student or any other person commit an act of significant violence or causes significant damage or destruction to property

In determining whether to suspend a student the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

The Academy has zero tolerance for corporal punishment. In no situation or incident response is corporal punishment to be used.