Penshurst Primary School

STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DEECD *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

August, 2018

Principal: **Fiona Hermon**

School Council President: **Stella Johnston**

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1. School profile:

Our school was established in 1858 and is located approximately 2.8 kilometres north of the CBD. In 2018 school enrolments are 8 students. We have 1 full time staff member (Principal) with 2 part time teachers and a part time business manager

The school also has strong representation from the Koorie community with 2 (25%) Koorie students enrolled.

100% of the school community receive the Camps, Sports and Excursion funding (CSEF)

2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Our philosophy:

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

Our vision:

*The **vision** of the Penshurst Primary School is to **instil community commitment, confidence and high expectations in lifelong learning for local students** by:*

- *Developing partnerships other schools, community organisations and business which can empower a community through learning;*
- *Creating a community that is literate, numerous, curious, articulate and passionate; and*
- *Developing students who are engaged motivated and challenged.*

Our values: *Diversity, achievement, responsibility and endeavour.*

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school will continue to implement the Kids Matter Primary components. Currently Component 1 and 2 have been implemented across the school and component 3 is in progress.

The school is also working with Resilience Rights and Respectful Relationships projects.

5. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment – including School Entry Health Questionnaire

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Clear Track progress tracking data

- Engagement with student families

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 2**

Commented [AJS3]: This sample is for a secondary school. Primary schools and P-12s may wish to include the School Entry Health Questionnaire here

Commented [AJS4]: Suggest including appendix outlining step by step process in identifying students, assessing need, providing support etc.

7.   School actions
Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 3**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

> **Commented [AJS5]:** Schools should also include process for how discipline will be applied for various breaches of behaviour expectations. See example at Appendix 5.

8.   Engaging with families
The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy

- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

9. Evaluation
Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- Kidsmatter survey data

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

*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. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY.***

Shared Behaviour Expectations   **Appendix 2**

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will…	EXPECTATIONS of STUDENTS The student will…	EXPECTATIONS of PARENT/CARER The parent/carer will…
FREEDOM	The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression	Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning	Respect their environment, listen to their peers and tolerate others thoughts and attitudes	Understand the requirements of a school, playground and classroom environment as they are similar to and different from those of the home and family
	The right to have input into issues that affect you	Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning	Engage positively and respectfully	Provide schools with relevant information to enable appropriate responses to be made to the needs of the child
	The right to access school and community resources	Plan for the use of a range of activities, resources and materials Provide meaningful learning opportunities for all their students	Demonstrate behaviour and attitude that supports the wellbeing and learning of all and contributes to a positive school environment that is safe, inclusive and happy	Contribute to and support school in recommendations for the best use of school and community resources in tailoring individual programs to address a child's needs.
RESPECT	The right to learn in an inclusive school community	Develop an understanding and respect for their students as individuals, and are	Show reciprocal respect for all	Show reciprocal respect Value the opinions of others

	with access to full participation	sensitive to their social needs and the way they interact with others	Respect the rights of others and be sensitive to difference	Respect teacher's attempts to problem solve and support teachers efforts Work with the school to improve interactions
	The right to value, celebrate and acknowledge cultural rights and diversity	Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably	Recognize social similarities and differences and respect the right for those to be expressed	Support the school's efforts to educate young people to live in a diverse world by promoting an understanding of and appreciation of diversity in the home, in school and in the community
	The right to have support at the point of need	Involve appropriate specialist expertise where necessary	Respect, value and learn from the differences of others	Work with the school in partnership[to provide for their child's needs Show support of the school's processes of enlisting assistance at various points in time
EQUALITY	The right to receive a rewarding and meaningful education through challenging learning goals	Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their student	Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations	Support their student's learning by ensuring punctuality each day to maximise learning opportunities
	The right to defend or explain your actions	Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom	Respond to explanations for the consequences of non-compliant behaviour in a composed manner Be honest	Make themselves accessible to teachers so as to ensure that mutually clear communication pathways are introduced and maintained.
	The right to be treated as an individual	Know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning	The right not to be labelled a naughty kid	Support an attitude of a new day equals a new beginning Be aware of curriculum modifications and supporting them

DIGNITY	The right to a dignified existence	Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession	Be courteous and mindful of all others Act in a respectful manner towards school staff and other students	Provide a loving caring and supportive environment for children at home
	The right to be and to feel respected	Develop a positive learning environment where respect for individuals is fostered and where learning is the focus	Accept differences and celebrate them Respect others needs in the learning environment Acting in a courteous manner towards others Communicate and respect peers and adults in all areas	Accept and endeavour to understand differences and celebrate them Adhere to school expectations
	The right to privacy	Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students	Uphold confidentiality and privacy in a physical and social setting	Uphold confidentiality Ensure privacy in a physical and social setting

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	Kids Matter Primary – this program is currently being implemented across the school. Resilience Rights and Respectful Relationships lessons as required.
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Staff professional development in dealing with student issues – eg autism, aspergers
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Working with network support staff – Speech Pathologists, Social workers and counsellors to support individual students.
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Process for responding to breaches of Behaviour Expectations   **Appendix 4**

Rules	*Classroom Teacher Responsibility*	*Principal or Nominee*

Overall behaviour
 	
• Students must obey all reasonable requests of staff.
 	
• Students must always treat others with respect.
 	
• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
 	
• Students must respect the property of others.
 	
• Students must bring correct equipment to all classes
 	
• Students must work to the best of their ability.
	Follow the "5 Steps to Classroom Control":
	
	1. *Remain calm*
	2. *Warn with rights based warning "Your behaviour is disturbing others, please stop".*
	3. *Reassert "I understand and we can discuss this later. Right now please…*
	4. *Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc*
	5. *Follow through with graded consequences:*
	   a. *Move student to another seat / isolated area of the classroom*
	   b. *Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)*
	   c. *Remove to another classroom for time out*
	   d. *Organise conference/restorative chat to include Principal*
	
	Continued misbehaviour warrants:
	
	   a. *Contact with parent after consultation with Principal*
		Implement a staged response:
		
		• *Speak with the student prior to actioning*
		• *Inform parent of misbehaviour*
		• *Behaviour sheet*
		• *Attendance sheet*
		• *Restorative chat with affected parties*
		• *Behaviour Plans*
		• *Student Contract*
		• *Parent contact*
		• *Student support conference*
		• *Friday afternoon detention*
		• *In house suspension*
		• *Recommendation to externally suspend*

Attendance and punctuality • Students must be on time to all classes • Students who are late to period one must report to the general office to get a late pass. • Students who leave school early must have a note from home signed by their sub school manager prior to signing out at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (ie: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission.	*Adjust entry on CASES21 to Late* *Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Principal on-going* *Report to admin/Principal*	*Speak to student about lateness issues.* *On going lateness: organise for parent conference to resolve issue.* *Follow through with student and / or parent/guardian/carer* *After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator. Inform the Principal Class via distribution list.* *.*
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Report extremes in appearance to Principal Class.*	
Bullying • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct	*Report to Principal*	*Contact parents and involve Student Welfare Coordinator.* *Refer to schools Acceptable Use Agreement.*

which is uninvited, unwelcome or offensive to a person.		*Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.* *Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.* *Some cases may warrant immediate suspension. This decision must be made by the Principal.* *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.*
Property and security • Students are to respect all school property. • Students must not enter staff room, offices or lifts unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables.	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds.* *For repeated offences, refer to Principal*	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds.*

• Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated.	*Confiscate the bag.* *Confiscate iPod or mobile phone and take to General office* *Organise for students to remain behind and tidy the room or area.* *Retain any evidence of graffiti and report to Principal Class*	*Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.*