Tarwin Lower Primary School

STUDENT ENGAGEMENT
and
INCLUSION POLICY

Tarwin Lower Primary School

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

8th May 2018

Principal: Jennifer Cox

School Council President: Justine Irvine

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1.   School profile:

Tarwin Lower Primary School is situated 167 km South East of Melbourne in South Gippsland. The school population is drawn from a wide coastal and rural area encompassing Venus Bay, Walkerville and Tarwin Lower. Eighty percent of the students travel by school bus. Our current enrolment is at approximately 40 students.

Tarwin Lower Primary operates three classrooms and maintains a well-stocked library. We have an Art room that also serves as a multi-purpose room and contains a kitchen area used to prepare lunches and supports a kitchen garden program. We have a Music room with a variety of musical instruments. The vast play area is situated in an attractive setting of many native and deciduous trees and garden beds which have been planted by our parents and students. Our vegetable patch is maintained by the students and our school gardener.

At Tarwin Lower Primary School, we have a range of students from diverse socio-economic backgrounds, (where socio-economic refers to family income, education, occupation and wealth). The vast majority of our students speak English at home. Our students come from a wide range of family units, including single parents, stepfamilies, blended families, nuclear families, foster care, extended family care etc. Students enrolled at our school have come to us from a number of different Pre-schools in the district, none of which is in Tarwin Lower.

Students enjoy a curriculum that explicitly and successfully teaches fundamental skills in authentic, inclusive and challenging contexts. At Tarwin Lower Primary we believe that education should be engaging and authentic and our classroom programs reflect this by embedding learning in a rich and purposeful educational experiences that develop and apply strong literacy and numeracy skills within and beyond the classroom.

The school offers a range of one hour specialist classes; art, music, library, ICT, Indonesian and Physical Education. We encourage students to take on leadership roles and play an active part in their school and community.

Student safety, mental health and connectedness to peers is strong due to ongoing social programs conducted in the school such as weekly whole school KidsMatter lessons. The values of our school community are Kindness, Cooperation, Resilience and Respect. They underpin all the interactions we have at school.

We are committed to promoting gender equality and respectful relationships through our participation in Victoria's Respectful Relationships initiative. Respectful Relationships supports school leaders, educators and our school communities to promote and model respect and equality- and to teach our children how to build healthy relationships, resilience and confidence.

2.   School values, philosophy and vision

Our school is committed to providing a safe, secure, inclusive 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 implementing the Kids Matter, which is a mental health and wellbeing framework,

Our philosophy:

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

Our vision:

All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our values: *Kindness, Cooperation, Resilience, Respect*

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

3. Guiding principles

The Tarwin Lower Primary School Community is committed to providing a safe, positive, challenging and engaging learning environment that is relevant to the students. We believe that everyone can be successful in a variety of curriculum areas.

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.

Our school is proudly a safe and welcoming school for everyone-regardless of gender, sexuality, cultural background or family circumstances.

The rights and responsibilities of all members of the Tarwin Lower Primary School community need to take the following legislation into consideration; the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities 2006, the Disability Discrimination Act 1992 and the Education and Training Reform Act 2006.

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 the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

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

- School Entry Health Questionnaire

- Preschool Transition Statements

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Student Mapping Tool

- Engagement with student families

Students can feel safe to talk to a teacher if they are seeking confidential advice and support from any issues relating to family violence, sexual harassment or sexual assault. Students can feel confident their issue will be taken seriously and the right support given.

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in **Appendix 3**.

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 4**).

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. We will follow Tarwin Lower Primary's School Wide Positive Behaviour Plan.

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

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

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 Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

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 (following the Child Safe Standards)
- involving families with homework and other 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 Appendix

9.   Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, 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

Review of this policy

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

This policy was ratified by School Council on **8ᵗʰ May 2018**

10.   Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

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 DET 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 and Equal Opportunity 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.

Student Engagement Strategies   Appendix 2

Universal strategies	Targeted strategies	Individual strategies
- Our school will deliver a broad curriculum and implement the Victorian Curriculum. - Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. - Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. - Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents, following the schools SWPBS. - All students will participate in a social and emotional learning curriculum program and follow the Kids Matter framework. - Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and other more informal mechanisms.	- All students will be involved in setting Personal Goals, including Literacy, Mathematics and Personal and Social. - All students in Out of Home Care will be referred to Student Support Services for an Educational Needs Assessment - Students identified with additional needs or areas of concern, such as speech, will be referred to Student Support Services - Teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.	- Strategies to support attendance and engagement of individual students include: - Meet with student and their parent/carer to talk about how best to help the student engage with school - Establish a Student Support Group. - Seek extra resources under the Program for Students with Disabilities for eligible students - Develop a Behaviour Support Plan and/or Individual Education Plan. - Consider if any environmental changes need to be made, for example changing the classroom set up. - Refer to internal support services eg Student Welfare Coordinator or Student Support Services - Refer to external support services inlcuding ChildFirst, Local Government Youth Services, Community Agencies eg Anglicare.

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • *preparedness* to engage in and take full advantage of the school program • *effort* to do their very best • *self-discipline* to ensure a cooperative learning environment and model the school values • *team work*	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	• Ensure that their child's enrolment details are correct • Ensure their child attends regularly • Advise the school as soon as possible when a child is absent • Account for all student absences • Keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with DEECD procedures the school will: • proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • identify trends via data analysis • report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

| Behaviour | • Model the schools core values of *Kindness, Cooperation, Resilience, Respect*.
• Always treat others with respect.
• Never physically or verbally abuse others.
• Take responsibility for their behaviour and its impact on others
• Obey all reasonable requests of staff.
• Respect the rights of others to learn. No student has the right to impact on the learning of others.
• Respect the property of others.
• Bring correct equipment to all classes
• Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes | • Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations.
• Communicate with the school regarding their child's circumstances
• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. | The school will deliver an inclusive and comprehensive curriculum, which promotes positive behaviours and emphasises the wellbeing of every child.

The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.

The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion. |

STATEMENT OF VALUES
PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Tarwin Lower Primary 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. Sexism, sexual harassment, sexist jokes and discrimination will not be tolerated. We treat everyone with respect regardless of their gender, sexuality, cultural background and disability or family circumstances.

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.

RESPONSIBILITIES

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 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.

- Families privacy is respected at all times, personal information will not be disclosed to other families.
- Not use social media to defame the school, teachers, parents, students, the school community or programs.

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.
- Families privacy is respected at all times, personal information will not be disclosed to other families.
- Not use social media to defame the school, teachers, parents, students, the school community or programs.

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.
- Not use social media to defame the school, teachers, parents, students, the school community or programs.

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.
- Not use social media to defame the school, teachers, parents, students, the school community or programs.

As Community Members, We Will:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.
- Not use social media to defame the school, teachers, parents, students, the school community or programs.

The Department of Education Will:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault
- asked to take down negative comments on social media

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

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.	
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).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
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)	
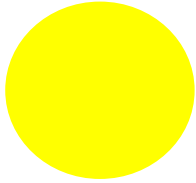
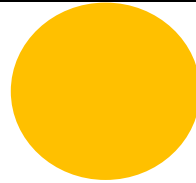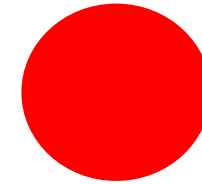|		
If a teacher has to remind you twice of what behaviour is appropriate. **Examples of inappropriate behaviour include:** Answering back to teachers. Calling out. Being distracting (e.g silly noises, touching others, throwing pens/pencils). 	**Continuing bad behaviour from the Yellow Card Warning.** **Immediate Orange Card:** Being mean (for example, name-calling). Drawing on/ripping other people's work. Arguing with the teachers. 	**Continuing bad behaviour from an Orange Card Warning.** **Immediate Red Card:** Hurting others (eg. punching, kicking, hitting). Fighting. Swearing. Vandalism. Being inappropriate with the computers (for example being careless or looking at inappropriate things). Climbing on buildings. Breaking other people's property.
Stop and Think Time.	Spend time in Buddy Classroom- 10 mins Use 'Calm Down Box'.	Complete Red Card reflection sheet. Spend time in Buddy Classroom. Use 'Calm Down Box' to manage emotions. Recorded onto Compass