George Street 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

[July 2014]

Principal: Tina Walkeden

School Council President: Kelly McKenzie

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School profile:

George Street Primary School is a co-educational facility for Prep to Year 6 students. The school was established in 1958. During 2013 a new principal was appointed, which has seen a new direction for the school, where a strong focus on re-building the school's reputation as a leader in its field has seen a new surge of enrolments. George Street Primary School is one of four state and four independent primary schools serving the city and district of Hamilton's needs. The school caters predominantly for the eastern side of the city and has a wide range of socio-economic backgrounds.

The school has spacious and well maintained grounds, which consist of two ovals, a basketball court, stadium and playing areas which continue to be upgraded. There are two large and one small water tanks that are used to supply the toilet block, oval and the vegetable garden. There is also solar hot water heating to ensure the school remains energy efficient. The school contains a computer lab, Art room, a Library, multi-purpose room, music room, resource rooms, sick bay and 4 learning areas each equipped with an interactive whiteboard, plus a literacy room for students requiring extension or extra support.

Teaching staff includes the Principal, classroom teachers, a, part-time Art teacher, 3 Integration Aides and a part-time Business Manager. The Mobile Area Resource Centre (MARC) Van and teacher visits our school once a fortnight.

Since 2009 there has been a downward trend in enrolments, however during mid-year 2013 a transition team was established to reverse this trend and attract new students to the school.

Our Student Family Index (S.F.O) is 0.7. The higher the index the lower socio-demographic of our parents. This has been found to have a significant impact on the learning of our students and the engagement of families with the school through parent helpers, working bees and fund raising.

The School Council consists of a small group of hardworking and loyal parents who carry out the important task of monitoring school policy, serving on committees, fund raising and arranging the maintenance of the school. Recruiting members for School Council is becoming difficult and in 2009 the School Council elected to have fewer members.

The school is a vibrant learning community where the students enjoy coming to school and the staff are dedicated to improving the learning outcomes of the students. The school has strong community links with many organisations which helps to foster a strong connection between the students and the community. The school is committed to continuing to foster a positive and engaging school culture along with re-building its numbers.

1. **Our school values, Respect, Responsibility, Resilience, Organisation, You can do it and Persistence.**

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 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: *Diversity, achievement, responsibility and endeavour.*

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

2.   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 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.

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

4.   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

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Student Mapping Tool

- Engagement with student families

5.   Behavioural expectations

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

6.   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.

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

7. 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
- 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

8.   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

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 last ratified by the School Council in: July 2014

9.   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 (Code of Conduct)

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

Related policies: *(Bullying /Including Cyber Bullying, Clear Code of Conduct, Equal Opportunity Policy)*

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Appendix 1

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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 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.
 	
• All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on],
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
	
	• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.
	
	• Relevant 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:
		
		  o Meet with student and their parent/carer to talk about how best to help the student engage with school
		
		  o Establish a Student Support Group.
		
		  o Seek extra resources under the Program for Students with Disabilities for eligible students
		
		  o Develop a Behaviour Support Plan and/or Individual Education Plan.
		
		  o Consider if any environmental changes need to be made, for example changing the classroom set up.
		
		  o Refer to internal support services eg Student Welfare Coordinator or Student Support Services
		
		  o Refer to external support services inlcuding ChildFirst, Local Government Youth Services, Community Agencies

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	Parents/Carers are expected to: • 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	In accordance with legislation released March 1, 2014 the school will: 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

		prolonged absences	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	Students are expected to: • model the schools core values of diversity, achievement, responsibility and endeavour • 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	Parents/Carers are expected to : • 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 well being 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 Behavioural 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

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 behaviors.	
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)	

CODE OF CONDUCT

GEORGE STREET PRIMARY SCHOOL is committed to the provision of a caring, supportive and challenging environment in which individuals can feel physically, emotionally and morally secure. The following Code of Conduct Policy has been developed and implemented by the school to clearly outline our expectations.

EXPECTATION		STEPS FOR BREACHING EXPECTATIONS	RESPONSIBILITY
Level	CLASSROOM	STEPS (for breaching our expectations IF YOU DO NOT FOLLOW)	WHO / WHERE
1	Polite to the teacher and others at all times	1 Discussions with student (reminder /prompting given of expectation) Restorative Approach 2 Recess reflection time to complete work not finished. Discussion of behaviour. 3 Lunchtime reflection time. Walking with Y/D teacher to clean yard /classroom. Phone-call home to parent.	Classroom teacher. Classroom teacher. Classroom. Classroom teacher. Principal informed of repeat offenders. Parents
1	Prepared for class and ready to learn		
1	Following teacher's instructions		
1	Completing work neatly and on time		
1	Sitting quietly listening to the teacher /STAFF		
1	Wearing full school uniform.(including black shoes)	Parent contacted. Continuing non-compliance may see student withdrawn from excursions or activities if not in uniform.	Teacher, Principal & parent
BEHAVIOUR NOT WANTED AT GEORGE STREET PRIMARY SCHOOL			
2	Severe, disrespectful and rude behaviour in class	1 Student collected for reflection time. (Time-Out Room) Parents contacted by teacher. Lunchtime Detention. 2 Student removed from class. Parent contacted by principal. After school detention / or 2 lunchtime detentions. 3 Behaviour plan implemented	Available staff /Principal Parents Principal removal from class. /detention Classroom teacher
2	Leaving class without permission		
2	Swearing in class		
2	Ongoing refusal to complete work		
SUSPENDABLE INFRINGMENTS			
3	Significant disruption of learning environment	1 Withdrawal of privileges/ structured programs, i.e football coaching for the week- and or Internal suspension for 1 /2 day. Parent contacted. Restorative discussion. 2 Internal suspension 1 x day and or external suspension. Parent contacted and meeting requested. Behaviour plan re-visited. 3 After-school detention Parents required to pay for damage to property or belongings of others. Restorative meeting held on student's return to school. Any behaviour in this category will result in a discussion about loss of school activities, such as camps, excursions, performances. To be determined by the principal.	Classroom teacher provides work. Principal /other staff member supervises. Principal MUST be reported to Principal or Business Manager immediately. All behaviour at 2 & 3 will be documented. Parents contacted for all these infringments.
3	Missing class /wagging		
3	Leaving school grounds		
3	Physical violence		
3	Breach of bullying policy		
3	Damage to school equipment *(Accidents do happen in schools and any damage needs to be reported to a teacher and parents may be asked to pay for all or some of the damage.)*		
3	Interfering with the belongings of others.		
3	Vandalism of school property		
3	Unsafe behaviour		

No set of expectations cover every infringement, regardless of whether this is in class or the school yard, therefore consequences or procedures may vary at the discretion of the principal.