



Bayswater North Primary School

STUDENT ENGAGEMENT AND INCLUSION POLICY

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

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1 School profile statement

Vision

Bayswater North Primary School seeks to give every one of its students the ability to learn to their highest potential, capitalising on their personal qualities and unique talents whilst supporting and nurturing them in a stimulating and caring educational environment.

Values

The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.

LEARNING Developing skills and knowledge that will enable us to reach our full potential.

RESPECT Caring about ourselves, others and the things around us.

RESPONSIBILITY Being accountable for our words and actions.

WELLBEING Actively seeking and maintaining social, emotional and physical health.

OPTIMISM Having a positive outlook and focussing on rewarding and enjoyable daily experience – being resilient.

INDIVIDUALITY Accepting diversity and encouraging creativity and innovation.

Bayswater North Primary school is situated in Melbourne's outer eastern suburbs within a residential estate and serves the local area.

The School has had a declining enrolment recently. Projections now indicate that this number is relatively stable.

We offer specialist programs in LOTE (Indonesian), Physical Education, Music, Visual Arts and Reading Support. We have a Library Technician to provide support for a teacher run library program. Information and Communication Technology is integrated into regular classroom programs with I pads and lap-tops in each classroom as well as a computer lab that all classes use each week. There is a schedule for replacing computers to ensure that there are no computers more than six years old in the school. Interactive Whiteboards are utilised in each class.

Student Wellbeing is an important focus for our school, we have developed a "Values" based Strategic Plan and utilise Positive Education, Restorative Practice and TRIBES to support student engagement. We are fortunate to have an active Chaplaincy program and the services of Engage One-on-One psychology to support the emotional wellbeing of our students.

Environmental Education, Sustainability and Community are important features of our curriculum. We have utilised a number of grants to support these areas such as the Schools Water Efficiency Program Grant and Community Water

There is a small yet committed Parents Teachers and Friends Association who organise a number of projects and services for the benefit of the children and families. We have a high level of parent involvement in classrooms assisting with programs and helping out on excursions and camps etc. as well as consultation around key decisions regarding assessment and reporting and the key transition points throughout the Primary School years.

School buildings and grounds are well presented and attractive. All rooms are well equipped and all have heating and air-conditioning. Classroom maintenance is ongoing to ensure that we provide a stimulating and safe work environment for our students.

There is an extensive range of play spaces for children including two ovals, three adventure playgrounds, two sand-pits, and a toy-shed where children can borrow toys to play with at lunch time. The school is adjacent to a council reserves which includes an oval that we can also access.

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

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 Monitoring 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:

- We make every effort to listen to the student in order to facilitate re-engagement.
- 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 home activities 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
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Evaluation:

This policy will be reviewed as part of the school's three-year review cycle or more often if necessary due to changes in regulations or circumstances.

CERTIFICATION

This policy was adopted at the School Council meeting held at Bayswater North Primary School, on 22 July 2019.

Signed:
School Council President

Signed:
Principal

- **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 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: *[enter details of related school policies here]*

Appendix 1

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 and Harassment 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
<ul style="list-style-type: none"> • Our school will deliver a broad 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. • All students will have the opportunity to participate in a social and emotional learning curriculum programs at school. • 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. 	<ul style="list-style-type: none"> • 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 informed approach to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ 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 Principal ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies, etc.

Shared Behaviour Expectations Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 when possible • support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	In accordance with legislation released March 1, 2014 the school will: In accordance with DET procedures the school will: <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each half day • follow up on any unexplained absences promptly and consistently • identify trends via data analysis

			<ul style="list-style-type: none"> • 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	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of respect, responsibility, integrity and persistence. • 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 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • 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 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>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</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>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</p>

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.	During every opportunity, reinforce our values and behaviour expectations.
Establish whole school positive wellbeing / behavior programs.	Extensive involvement with the Plus 10 schools positive Education.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Include on Staff meeting agenda and discussions during PLT meetings

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).	Note triggers for inappropriate behaviours over time.
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	Work with parents and care givers
Consider if any environmental changes need to be made.	Quiet space in yard or office
Teach replacement behaviors.	Pro-active during Connect groups
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Utilise Engage one-on-one
Establish a student support group	As required
Implement appropriate disciplinary measures that are proportionate to problem behaviours	Students will know what is expected in regards to behaviour
Consider out-of-school behaviour management options such as Student Development Centres (if available)	Ask parents to access counselling

Process for responding to breaches of Behaviour Expectations

Appendix 5

Rules	Classroom Teacher Responsibility	Principal
<p>Overall behaviour</p> <ul style="list-style-type: none"> • 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. 	<p>Follow the "5 Steps to Classroom Control":</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> a. Incident Report to Principal. b. Contact with parent after consultation with Principal 	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning • Parents will be notified if behaviour persists • Place in another class • Behaviour sheet • Attendance sheet • Restorative chat with affected parties • Behaviour Management Plans developed • Student Contract • Student support conference • Afternoon detention • In house suspension • Recommendation to externally suspend
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to period one must report to the classroom teacher • Students who leave school early must have a note from home and sign 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. 	<p>Check late pass. Adjust entry on CASES21 to Late Speak to student about lateness</p> <p>Report to Principal</p>	<p>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 without notification: Organise for attendance conference as per the school's attendance strategy. Inform Principal Organise for environment duty that day or next day and link to Area A or B teacher. Repeated offences: as above</p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear 	<p>Report extremes in appearance to Principal.</p>	<p>Speak to student and parents.</p>

<p>appropriate footwear at all times.</p>		
<p>Bullying</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p><i>Report to Principal</i></p>	<p><i>Contact parents and refer to schools Acceptable Use Agreement. Use Positive Education and Restorative practices to support the bully and the child being bullied. 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.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> Students are to respect all school property. Students must not enter staff room or offices unless supervised. Students must bin all rubbish 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. Electronic devices must not be used without permission. Classrooms must be left neat and tidy. Graffiti of any kind will not be tolerated. 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds. For repeated offences, refer to Principal</i></p> <p><i>Confiscate iPod or mobile phone and take to General office</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds. For repeat offenders, implement appropriate strategies, e.g. break or after school detention class.</i></p> <p><i>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.</i></p>