KENT PARK 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

May 2016 – reviewed

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1. Kent Park Primary School is situated in a residential area located in Ferntree Gully, approximately 30 kilometres east of Melbourne in the City of Knox. Established on its current site in 1975, Kent Park Primary School is within the boundaries of Burwood Highway, Scoresby Road and Ferntree Gully Road. While traditionally serving the community within these boundaries for many years, families from beyond this immediate area also seek enrolment at Kent Park Primary School. The school enrolment has a current enrolment of 431

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 cyber bullying. Please see our Bullying Prevention Policy for more information.

Our philosophy:

Kent Park strives to **develop the potential of each child** by providing high quality and diverse learning opportunities.

A significant emphasis is placed on the development of the **whole child** through the provision of a differentiated curriculum with a focus on the core learning areas of Literacy and Numeracy. Teachers display enthusiasm and passion for what they teach and work together as a **professional learning community,** intent on improving students' achievements through focused planning and assessment.

There is a strong emphasis on building positive relationships through knowing and valuing each student as they grow to become confident, resilient, resourceful and reflective lifelong learners.

There is an increasing focus on promoting a global learning environment that encourages students to ask questions, solve problems and work collaboratively and independently.

Our vision:

At Kent Park Primary School we have a strong commitment to **Student Engagement and Wellbeing**, with a significant emphasis on providing a **caring and supportive learning environment** for all students, staff and parents by:

- Encouraging students and staff to reach their individual; **social, emotional and academic potential** by recognising and rewarding **achievement, effort** and **excellence** and **sharing our good learning practice.**
- Promoting Student Wellbeing, through a proactive focus on **relationship development** to include the utilisation of a whole school approach to children's mental health and wellbeing. Good mental health is integral to academic learning and vital for social and emotional learning and life. We continue to play a crucial role in building children's self-esteem and sense of social, emotional and academic competence and confidence.

Kent Park Primary School will continue to '*move forward as a Victorian School Community*' with a whole school approach to continuous improvement in student learning, with high expectations for **all** students. By ensuring that students are given the optimum opportunity to

thrive and succeed in a globalised society, the whole school improvement plan will be to continue to:-

- **empowe**r and **engage** students in their learning to prepare them for life in the 21st Century
- further establish a collaborative learning environment, whereby a **restorative, positive behaviour approach** is understood and maintained
- focus on teachers '**knowing their students'** (effective assessment) and **'how'** (pedagogy – e5 Instructional Model) and **what** (Victorian Curriculum) **they need to learn.**
- use consistent **data collection and analysis strategies** (to include SPA, On Demand and Online Testing, PAT R, PAT Maths) to inform planning and facilitation of effective programs
- target and engage in specific and explicit teacher **professional learning**, to enhance the teaching of **English and Mathematics P to 6**
- utilise the **Learning Intentions and Success Criteria** approach, individually and collectively **reflecting** on daily classroom practice (**how we teach – based on e5**)
- Strengthen **Year Level** and **Curriculum Team Planning (Professional Learning Team)** strategies **P to 6**

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

Our values: *Respect, Resilience, Responsibility, Persistence, Cooperation,*

        Environmentalism

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 whole-school targeted 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 to 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

6.   Behavioural expectations

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

- KidsMatter and Tribes Approach

- 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 – loss of recess/lunchtime play privileges

- Suspension (in-school and out of school)

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

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

- 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.

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

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 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 Training Student Engagement and Inclusion Guidance available at
http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Related policies:

- Child Safe Policy

- Student Management Policy

- Onsite Student Supervision Policy

- Duty of Care Policy and Procedures

- Bullying and Harassment Policy

- School Excursion Policy

- School Camp Policy

- ICT Acceptable Use Policy

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 Child Safe Policy, 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.

Universal strategies	Targeted strategies	Individual strategies

• Our school will implement the whole-school instructional strategy. Develop and implement elements of curriculum (including the capacity for differentiation) and teaching and learning that are geared to encourage and stimulate student engagement.
 	
• 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 to include Tribes, Restorative Practices and KidsMatter. The KidsMatter framework and Tribes community approach will help to create an environment that supports student engagement and connectedness at school, and promote positive student mental health and wellbeing. Restorative Practices will restore and rebuild confidence and social skills.
 	
• 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.
	• Policy for Zero tolerance for absence will be clearly communicated to whole school community.
	
	• Parent awareness and understanding of the impact on student learning outcomes due to absenteeism.
	
	• Koori students 'at risk' identified and family monitored and supported. Koori students have EIPs.
	
	• 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
	
	• Staff will undertake health promotion and social skill development.
	
	• Staff professional development sessions built around a strong focus on student engagement and developing PLTs.
	
	• 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 including Child First, 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	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

		• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	• 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	Students are expected to: • model the school's 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 school's 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 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.	Maintain and sustain a professional learning community whereby teachers' underlying motivation is the success of their students. Students and staff encouraged to reach their individual, social, emotional, and academic potential by recognising and rewarding achievement, effort and excellence and sharing the learning and good practice.
Establish whole school positive behaviour programs.	Promote student wellbeing through a proactive focus on relationship development to include the utilisation of whole school approach to children's mental health and wellbeing. Good mental health is integral to academic learning and vital for social and emotional learning of life. Staff will continue to play a crucial role in building children's self-esteem and sense of social, emotional and academic competence and confidence. Structured and strategically planned professional development for all staff for implementing the following approaches to positive behaviour: • Restorative Practice • KidsMatter and Tribes approach • Behaviour Matters Cyber safety and Bullystoppers Program to include whole school esmart program.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Teachers to know their students. Provide a personalised learning program to empower students to learn how to learn. Further develop and enhance the inquiry approach and facilitate the development of independent and intrinsically motivated learners who are willingly engaged in planning and developing their learning based on their skills and abilities. Develop personalised learning programs that enhance student goals and target setting across the school. Further develop student voice, being involved in determining their own learning pathways in conjunction with teachers. Each teacher's classroom practice demonstrating e5 instructional model

Stage 2: Responding to individual students exhibiting challenging behaviour

Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, Principal, AP and parents as appropriate).	Gain information relating to the behaviour from staff and students Speak with parents Speak with student/students involved Utilise Restorative Practices and Tribes/KidsMatter approaches
Develop Behaviour Management Plan and/or Individual Education Plan (involve parent or guardian)	Discuss and explain Behaviour Management Plan and/or Individual Education Plan with student and parent or guardian.
Consider if any environmental changes need to be made.	Student may need to be seated in a different area of the classroom. Student may need to be removed to another classroom, Principal's or AP's office
Teach replacement behaviours.	Utilising the Restorative Practice or KidsMatter/Tribes approaches
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Discuss with parent/guardian and obtain Parent/Guardian consent to make a referral for support services Inform parent/guardian of available community services
Implement appropriate disciplinary measures that are proportionate to problem behaviours	Loss of recess or lunch playing time Loss of playground privileges e.g. playing football, playing in the sandpit Removed to other classroom Removed to Principal/AP office Exclusion from excursion/camping program In house suspension Parent/Guardian informed

Process for responding to breaches of Behaviour Expectations

Rules	Classroom Teacher Responsibility	Principal/AP

Overall behaviour
 	
• Students will comply with all reasonable requests of staff.
 	
• Students will treat others with mutual respect.
 	
• Students will respect the rights of others to learn. No student has the right to impact on the learning of others.
 	
• Students will respect the property of others.
 	
• Students will 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 recess, lunchtime*
	5. *Follow through with graded consequences:*
	  a. *Move student to another seat / isolated area of the classroom*
	  b. *Remove to another classroom for time out*
	  c. *Organise conference/restorative talk to include Principal /AP*
		Implement a staged response:
		
		• *Speak with the student prior to actioning*
		• *Restorative talk with affected parties*
		• *Behaviour Plans*
		• *Parent contact*
		• *Student support conference*
		• *In house suspension*

	Continued misbehaviour warrants: a. *Incident Report to Principal/AP* b. *Contact with parent after consultation with Principal/AP*	
Attendance and punctuality • Students will be on time to all classes • Students who are late will report to the general office for a late pass. • Students who leave school early are required to be signed out at the office by the parent or guardian. • Parents of students absent from school must ensure reasons for the absence have been communicated with the school (ie: signed absence form or note or Tiqbiz)	*Check late pass. Adjust entry on CASES21 to Late* *Speak to student about lateness. Communicate with parents as necessary*	*Speak to student about lateness issues.* *Ongoing lateness: organise for parent conference to resolve issue.* *Follow through with student and / or parent/guardian/carer* *After three days absence: Inform the Principal Class via distribution list*
Uniform • Students will adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Remind student that correct uniform must be worn at all times (with the exclusion of special dress days).*	*Contact Parents/Guardians* *Uniform Policy included in School's weekly newsletter.*
Bullying • Students will not bully, intimidate, exclude or harass others. This includes any verbal, cyber bullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.	*Report to Principal/A*	*Inform Principal/AP* *Contact parents* *Refer to schools Acceptable Use Agreement.* *Use resources from Restorative Practices, KidsMatter/Tribes*

		Use resources from Cyber safety, Bullystoppers and esmart progran
		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' in house suspension'. This decision must
		be made by the Principal.
		Student removed from classroom and parent contacted.
Property and security • 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. • School will not be responsible for loss of valuables. • Mobile phones must be left with classroom teacher and must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated.	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties around school grounds.*	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties around school grounds.* *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.*