



# Student Engagement and Inclusion Policy

This policy reflects the 2014 DEECD Student Engagement and Inclusion Guidance and was produced in consultation with the school community.

The purpose of this policy is to provide a supportive, co-ordinated and consistent approach to the education and wellbeing of children enrolled in our school.

## School profile

Queenscliff Primary School is located 30 km south east of Geelong on the Bellarine Peninsula and is classified as rural. It serves the coastal communities of Queenscliff and the surrounding districts and is one of three primary schools located within the Borough of Queenscliffe. It is the local primary school for most students but also attracts enrolments from families who prefer a small school setting and or are interested in the environmental learning program.

Our school is a tiny one perched on the edge of Swan Bay, an area which is recognised both nationally and internationally by the Ramsar Convention and also as a marine national park. From our school it is a ten minute walk to Swan Bay, the beach, the lighthouses, the historic township of Queenscliff, the port and areas of moonah woodlands. Having Swan Bay as our backyard and the local marine environment of Queenscliff as our neighbourhood, provides us with opportunities for learning beyond the classroom. We are perfectly placed to learn in and with the community. We encourage students to use technology to share their learning on a local and global basis.

The school is a central hub for the community and works hard to maintain its stance as a school concerned with the wellbeing of students, community members and the environment. The school uses its small student enrolment to good advantage and achieves good academic results, has a strong link to the community and an ability to provide learning beyond the normal classroom setting.

## School values, philosophy and vision

### Our Vision:

At QPS we aim to develop future capable learners who have the 5Cs:

Creativity, Communication, Collaboration, Curiosity and Compassion

It is our responsibility and passion to engender a love of learning, to ensure students are literate and numerate and are able to solve problems and make decisions creatively so that they are able to meet challenges at school and beyond.

### Our values:

Respect

Personal Best

Getting along with others

## Our Philosophy:

Each student is entitled to a personalised, balanced, high quality education with continuous opportunities to develop passions, to succeed and to shine. There is a strong focus across the school on numeracy and literacy, which provides individual learners with the strategies and tools needed to be successful.

At our school students continue their learning journey on a balanced pathway, socially and academically. Inclusiveness, respect and getting along with others is essential to be able to work and learn together and grow into active, informed, caring citizens who are connectedness with our local and global community. Our local learning community includes our students, staff and families, community gardeners, and the wider community of the Borough of Queenscliffe.

Our role is to lay the foundations for life long learning. Our core business is:

- To provide personalised learning that enables each student to succeed and challenge themselves to achieve their personal best
- To develop an inclusive learning community which includes students, staff, school families, the local community, visitors and online connections
- To create a happy, safe and supportive environment for every member of our learning community
- To assist children to become highly literate and numerate and competent with technology
- To provide a balanced holistic education that nurtures the whole child and provides opportunities to learn from lots of experiences in many different settings, especially beyond the classroom
- To empower students so they can take increasing responsibility for their own learning and wellbeing
- To provide a stimulating, rigorous learning program that includes all key learning areas in the Australian Curriculum

The school has a small student enrolment, which enables personalised learning, and allows every student opportunities to achieve their full potential. When students leave Queenscliff Primary School we expect them:

- To be future capable learners who have the 5 c's- Creativity, Communication, Collaboration, Curiosity and Connectedness
- To be self- motivated, critical thinkers and independent learners who are able to solve problems
- To care for, protect and be ambassadors for the environment
- To be active citizens who are connected to our community
- To want to make a difference
- To have the capacity and passion to be life long learners

The key agreements we have made, and model as a learning community are:

1. mutual respect - for ourselves, others, the environment and belongings
2. attentive listening - with your ears, eyes, body, heart and brain.
3. the right to participate and the right to pass
4. appreciations, no put downs
5. personal best in all things

## 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.

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.

## Guiding principles

1. The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

2. 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. QPS will continue to build a learning community with a common language around a shared culture of inclusion and respect, based on the Tribes and 4 Rooms of Change programs.

\* 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. The school will promote active student participation and provide students with a sense of ownership of their environment.

## 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.

A statement of Learning Community Expectations for student behaviour and relevant strategies is included at Appendix 1.

## 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 and the School Entry Health Questionnaire
- \* Attendance rates
- \* Academic performance, particularly in literacy and numeracy assessments
- \* Behaviour observed by classroom teachers
- \* Engagement with student families

## Behavioural expectations

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

## School actions

### Responding to challenging behaviour

A statement of Learning Community Expectations for student behaviour and relevant strategies is included at Appendix 1

Appendix 2 Targeted Individual Response – Strategies and Actions outlines a step by step process in identifying students, assessing need and providing support

## 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>

## Engaging with families

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

The school will support families to engage in their child's learning. 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 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., Shared Behaviour Expectations. 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 4

## **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

**Ratified by school council on June 12, 2014**

**To be reviewed as necessary**

## Appendices

Appendix 1: Learning Community Expectations – Student Behaviour

Appendix 2: Targeted Individual Response Strategies and Actions

Appendix 3: Shared Behaviour expectations

Appendix 4: Statement of Values

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

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>

The Student Engagement and Inclusion Policy will be distributed to parents in February each year. These documents will be available on the school web site and upon request, from the office.

Ratified by School Council on \_\_\_\_\_

Due to be reviewed on or before \_\_\_\_\_

## Appendix 1: Learning Community Expectations - Student Behaviour

### The whole school:

At Queenscliff Primary everybody needs to constantly discuss and reinforce:

- We are a family or team and we all need to learn and get along together.
- A clear and consistent message will be given from all teachers and staff about behaviour expectations.
- Use of common language by adults and students (eg in our school we show mutual respect, I'd like to show appreciation for..., in our school we don't....)
- Positive reinforcement – lots of it! Catch students doing the right thing and praise.
- The key agreements we have made as a learning community are:
  6. mutual respect - for ourselves, others, the environment and belongings
  7. attentive listening - with your ears, eyes, body, heart and brain.
  8. the right to participate and the right to pass
  9. appreciations, no put downs
  10. personal best in all things

### For individual students who display challenging behaviour and interrupt the learning of others:

- The aim is for all children to stay in the learning space if possible. Children won't learn or get the idea of being part of the group if they are exited.
- Students need to be told explicitly what their issues are (eg sitting still, not touching others, no loud noises, staying on task, controlling anger) and why (that it's not OK to interrupt the learning of others or their own learning)
- For disruptive behaviour:
  1. get close to the child, intercept and give a reminder
  2. stay close and work on reinforcing positives
  3. if behaviour continues the child exits the learning space
  4. the child returns and continues with work
  5. consequences and follow-up (usually after the lesson)
- The steps above are a general guide. Students with specific needs will have their own individual learning plan (ILP).
- In our school student's behaviour needs to be manageable by one teacher (as sometimes there is only one teacher) but support will be given, where and when possible by the principal and/or support staff.
- Being part of the group, having fun and learning together is key. Students need to feel that they want to be part of the group and join back in, but to do so they need to be accountable, like everybody else.
- We need to encourage support from the rest of the group by asking them to respond to inappropriate behaviour in the right way (eg ignoring and not laughing at silly faces or, if

somebody wants to chat instead of working, saying “Let’s talk about that later, it’s time to work now”)

- We expect all students and adults to model what we do at our school.

## Appendix 2: Targeted Individual Response Strategies and Actions

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person	Review previous school/year level files Gather student background from families using the “Who is Jack” proforma Have teachers develop a positive relationship with all students, one based on mutual respect Ensure that students undertake effective transition programs throughout school life
Establish data collection strategies	Continually refer to school roll/behaviour records to determine patterns Survey students on specific issues such as Student Safety
Establish a Student Support Group	Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered Determine SSG membership and frequency on a needs basis Develop and follow comprehensive plans Ensure that all relevant staff have plans communicated to them Modify teaching/learning practices based on an Individual Learning Plan (ILP)
Explicitly teach and/or build replacement behaviours	Overtly teach Interpersonal Skills Curriculum Modify curriculum according to the data gained through the testing process Frame inappropriate behaviour as a skill to be learnt and teach it explicitly
Establish inclusive and consistent classroom strategies	Establish and continuously revisit our learning agreements and school values based on the Tribes and 4 Rooms of Change programs. Have teachers name and teach to a student’s strength Have teachers reflect on their own practices as part of their professional practice Employ Education Support Officers
Establish out of class support strategies	Provide cooling off space Engage SSSO staff Provide flexible options identified in Individual Learning Plans
Seek external advice and consultation	Seek and use the advice of the Student Support Services Offices staff (SSSO) Refer to Child and Adolescent Mental Health Services (CAMHS) Undertake whole school professional development that relates to issues being managed Contact Community Service Organisations for individual support Contact Regional Office staff for advice

### Suspension & Expulsion

For serious disciplinary measures we will follow Ministerial Order 625 (Procedures for Suspension and Expulsion), 1 March 2014.

## Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>- preparedness to engage in and take full advantage of the school program</li> <li>- effort to do their personal best</li> <li>- self-discipline to ensure a cooperative learning environment and model the school values</li> <li>- team work</li> </ul>	<ul style="list-style-type: none"> <li>- Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>- Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>- Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>- Are informed and supportive of school programs and actively participate in parent events</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>- attend and be punctual for all classes</li> <li>- be prepared to participate fully in lessons - bring communication diary to school and take it home every day</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>- ensure that their child's enrolment details are correct</li> <li>- ensure their child attends regularly</li> <li>- advise the school as soon as possible when a child is absent</li> <li>- account for all student absences</li> <li>-- keep family holidays within scheduled school holidays</li> <li>- support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with legislation released March 1, 2014 and DEECD procedures the school will:</p> <ul style="list-style-type: none"> <li>- Proactively promote regular attendance</li> <li>- mark rolls accurately</li> <li>- follow up on any unexplained absences promptly and consistently</li> <li>- identify trends via data analysis</li> <li>- report attendance data in the school's Annual</li> </ul>
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>- show mutual respect for people, places and things</li> <li>- demonstrate attentive listening</li> <li>have the right to participate, or pass</li> <li>show appreciations and not put downs</li> <li>do their personal best</li> <li>-respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>- never physically or verbally abuse others.</li> <li>- take responsibility for their behaviour and its impact on others</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>-- have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>- communicate with the school regarding their child's circumstances</li> <li>- cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will:</p> <ul style="list-style-type: none"> <li>- deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</li> <li>-employ 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</li> <li>- consistently apply behavioural strategies and only exclude students in extreme circumstances.</li> <li>- recognise that for some students</li> </ul>

## Appendix 4:

### STATEMENT OF VALUES

#### PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

	- obey all reasonable requests of staff		additional support may be needed
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Queenscliff 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.

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.

##### 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.

**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.

**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

**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.

**THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 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

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.

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