



STUDENT ENGAGEMENT & INCLUSION POLICY

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School Profile

Elsternwick Primary School (EPS) was established in 1888 and is located in Brighton approximately 12km from the CBD of Melbourne. While many children live in surrounding streets and can walk to school, there are a number of students coming from homes further afield as EPS is not zoned. The school population reflects the characteristics of the Brighton, Elsternwick and Caulfield communities with their diversity of socio – economic and cultural backgrounds. School enrolments have grown from 557 in 2012 to 636 in 2016.

EPS has 3 Principal class, 33 Teachers and 13 ES Staff providing a total of 49 staff. There are 26 classrooms and 5 specialist teachers, which include Mandarin – Language Other than English program; Music; Physical Education & Sport, Visual Arts and Digital Technologies. There is a strong focus on; building a learning culture that values effort and provides opportunities for students to develop a growth mindset, building learning environments which appreciate individual, local and global differences, empowering students to take action for a sustainable future and creating opportunities to expand students' understanding of the world through encouraging deeper thinking, questioning, reflection and creativity.

At EPS, learning is a team effort. We aim to build caring and respectful relationships between school, students and families so that our young people develop resilience and independence, and so that they feel confident to take risks in order to achieve personal excellence. We strive to cultivate an environment where learning is meaningful, collaborative and relevant; where curiosity is encouraged; and where young people create and produce work that matters to them and others.

We have four values that form the basis of our wellbeing and learning curricula:
Respect; Responsibility; Personal Excellence and Curiosity.

Respect

Students are supported to be collaborators and communicators; to develop an appreciation of their own self-worth and that of others.

Responsibility

Students are encouraged to be self-managers; to develop a sense of responsibility for themselves, for others and for their community.

Personal Excellence

Students are challenged to strive for the highest personal achievement in all aspects of schooling and life-long learning.

Curiosity

Students are inspired to become thinkers and researchers.

EPS provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority. Student wellbeing is everyone's responsibility – social, emotional and physical wellbeing provide the foundations for effective student learning and positive behaviour. EPS focuses on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures. A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

EPS recognises and responds to the diverse needs of our students and accommodates different learning profiles and rates of learning. We take a preventative approach to behaviour and intervene early to identify and respond to individual student needs.

Student management can be defined as three interrelated components: behavioural, emotional and cognitive:

- *Behavioural engagement* refers to students' participation in education including the academic, social and extracurricular activities of the school.
- *Emotional engagement* encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
- *Cognitive engagement* relates to students' investment in learning and their intrinsic motivation and self-regulation.

The manner used by teachers to treat students, respect them as learners and people, and demonstrate care and commitment for them are key elements in implementing a relevant and successful wellbeing strategy.

Elsternwick Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Elsternwick Primary School has zero tolerance for child abuse.

Elsternwick Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Every person involved in the Elsternwick Primary school community has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

A whole school behaviour management implementation strategy improves the learning climate of any school. Research has shown clearly that professional collegiality and whole school practice are major factors in effective teaching and learning. Effective and supportive leadership is a major part of this picture. A whole school approach to behaviour management is more effective than one in which teachers work in isolation and without collegial support.

Whole School Prevention Statement

Elsternwick Primary has a core purpose to encourage a sense of belonging to the community, to promote well-being and to educate independent learners who achieve personal excellence. Our school acknowledges that student wellbeing and student learning are inextricably linked.

As a school we have the responsibility to embed a culture of **child safety** and ensure that policies and procedures demonstrate zero tolerance of **child abuse** in the school. Ministerial Order No. 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools).

Elsternwick Primary is committed to providing a safe and secure environment offering an educational setting that allows and encourages the full participation of students, free from bullying, cyberbullying and harassment.

Throughout the school, high standards of behaviour are expected. Students have the right to be treated with respect, courtesy and kindness regardless of age, appearance, gender, social and academic abilities, cultural or religious backgrounds and to learn and play without the disruptive influences of others.

Recent student survey results indicate students feel safe in the yard but some feel their learning is disrupted by a few in the classroom. With a focus on Restorative Practice, the school aims to build positive behaviours culminating in students developing resilience and the ability to take responsibility for their own actions.

A further aim from the Strategic Plan is to improve student attendance. Currently Elsternwick Primary students have more days absent than students at schools with similar demographics. A review of absences indicated that as many days are lost due to extended family holidays as are attributed to student illness.

Transitions have continued to be strengthened across the school with a comprehensive whole school transition program (Prep – Year 6) in place which occurs at the end of the school year.

Elsternwick Primary has an inclusive approach to education. The school supports a group of students in receipt of a disabilities allowance and holds regular Student Support meetings with their families. In addition, students with specific educational and/or emotional needs are also supported with regular support meetings. These are coordinated by an Assistant Principal. Elsternwick Primary provides support for students requiring additional intervention through programs such as the Shine Intervention program which looks at language processing and social needs of students. The school also provides the Kids Hope Program in which trained mentors help students in need.

Elsternwick Primary has a proactive approach to student health with the continued provision of a school nurse. In addition, the school ensures up to date training of staff to manage students with anaphylactic reactions. Elsternwick Primary is a registered Asthma Friendly school. The school promotes Sun Smart behaviours through the wearing of broad brimmed hats in terms 1 and 4.

Core School Values

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. This is underpin by the school's core values of;

- ✓ **Respect** - Students are supported to be collaborators and communicators; to develop an appreciation of their own self-worth and that of others.
- ✓ **Responsibility** - Students are encouraged to be self-managers; to develop a sense of responsibility for themselves, for others and for their community.
- ✓ **Personal excellence** - Students are challenged to strive for the highest personal achievement in all aspects of schooling and life-long learning.
- ✓ **Curiosity** - Students are inspired to become thinkers and researchers.

Consultative Opportunities

Students have a number of opportunities to be involved in decision making and leadership at the school. A Student Representative Council operates and has representatives from all classes from year 3-6.

A leadership program operates for senior students who serve as leaders. These include School Captains, House Captains, Sports Captains, Peer Mediators and other leadership responsibilities across the school. Regular assemblies are held and students take the key leadership roles on these occasions. In addition all classes conduct regular classroom circles where students are encouraged to share their thoughts on a range of topics and ensure that relationships are further developed within the class. This combination leads to a greater sense of belonging.

Parents also have many opportunities for involvement. School Council and associated committees manage and participate in a range of areas. An active Parents' Association meets regularly and organises a range of social and fundraising activities. A Parent Volunteer course is also offered to parents to gain an insight of what happens in a learning classroom environment. Parent helpers then are allowed to work in classrooms. Parent forums at school provide another way in which parents can continue to be informed and participate.

Staff meet weekly as a whole group and also as working year level teams. Each of these forums provides teachers with a venue to raise questions and learn and discuss about issues concerning the school. In addition, teachers have roles and responsibilities, which enable them to lead in many areas of school life. Some staff will be members of the leadership team of the school and play roles on School Council or on the consultative team, which consults on a range of workplace issues.

Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The *Education Training and Reform Act (2006)* prohibits the use of corporal punishment in any Victorian Government school.

- ✓ 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.

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.

Engaging with families

The School values parent / carer input into its operations and curriculum 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

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
- ✓ Kids Matter Survey / Class Circles Survey

Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The Charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect others' human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of human rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

Identifying Students In Need Of Extra Support - Students with disabilities

The Disability Standards for Education 2005 clarifies and makes more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

Elsternwick Primary as an “education provider” must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.

In determining whether an adjustment is reasonable, the school should take into account information about:

- ✓ the nature of the student’s disability
- ✓ his or her preferred adjustment
- ✓ any adjustments that have been provided previously
- ✓ any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

Elsternwick Primary should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. It should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The school may consider all likely costs and benefits, both direct and indirect, for the school, the student and any associates of the student, and any other persons in the learning or wider community, including:

- ✓ costs associated with additional staffing, providing special resources or modifying the curriculum
- ✓ costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- ✓ benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- ✓ any financial incentives, such as subsidies or grants, available to the school if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

The school will also utilize 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 teacher
- ✓ Engagement with student families

Behavioural Expectations

School Actions Responding to challenging behavior

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 Student Engagement and Inclusion Guidance

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.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Student 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>

Bullying

Elsternwick Primary School is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. Elsternwick Primary School believes that all students have the right to learn in a school environment in which they feel safe and secure.

The Bullying and Harassment Policy should be read in conjunction with the Elsternwick PS Student Engagement and Inclusion Policy.

Aims

- To explain what bullying and harassment are, and to affirm that these behaviours are unacceptable and will not be tolerated.
- To ensure that everyone in the school community is confident in identifying the signs of bullying and takes responsibility to report evidence of bullying to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To foster parental and peer-group support and co-operation at all times in identifying and responding to bullying.

Definitions

Bullying is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – e.g. spreading rumors, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person's social reputation or social acceptance, or cyberbullying.

Cyber-bullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms or social media. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

Guidelines

Elsternwick Primary School will not tolerate all forms of bullying or harassment.

A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.

Disciplinary measures will apply to students in breach of the behaviour expectations established by the school and communicated through this Bullying and Harassment Policy (Student Inclusion and Inclusion Policy).

All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school's website and through school newsletters.

- ✓ Our school will promote/support preventative curriculum programs that build resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
- ✓ Student programs will be organised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, classroom discussions and occasional activities run by outside experts. The curriculum will include anti-bullying messages and strategies in line with DET materials e.g. Bully Stoppers: and KidsMatter.
- ✓ Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- ✓ If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, let them know that their behaviour is unacceptable.
- ✓ Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Student Support

If any staff member feels a student is at risk from bullying and harassing behaviours they should discuss their concerns with their class teacher, Principal or Assistant Principal in order to ensure appropriate support for the student. It is important that staff document fully any actions taken in response to student bullying and/or harassment.

Some strategies that might be used by the school to assist the student may include education in coping strategies; assertiveness training; problem solving, mentoring and social skills; counselling, peer support and student behaviour modification.

Rights and Responsibilities of the School Community

At Elsternwick Primary, forming a positive relationship between students and teachers is an essential part of ensuring the school is a welcoming and secure environment in which to learn. Elsternwick Primary has always been known for its strong and active community and each classroom in the school creates its own community where students are welcomed and nurtured to achieve excellence as stated in the school vision. Each member of a community has rights and responsibilities in order for the community to function effectively. Below are a series of tables outlining those rights and responsibilities. These have been developed through consultation across the community.

Elsternwick Primary actively teaches students whole school engagement, attendance and behavioural expectations to create a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• Work in a secure where without intimidation, Bullying (including cyber-bullying) or harassment they are able to fully develop their talents interests and• Participate fully in the education program• Be treated with respect fairness as individuals• Expect a learning program meets their individual needs• Expect to be purposeful learning	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Participate fully in the school's educational program and to attend regularly. Students should be able to be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community• Demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of the Parents/ Carers

Rights	Responsibilities
<p>Parents/ carers have a right to:</p> <ul style="list-style-type: none">• Expect that their children will be educated in a safe, secure and happy learning environment in which courtesy and respect for the rights of others is encouraged• Expect a positive and supportive approach to their child's learning• Be treated with respect and fairness as individuals• Expect communication and participation in their child's education and learning	<p>Parents/ carers have a responsibility to:</p> <ul style="list-style-type: none">• Promote positive educational outcomes for their children by taking an active interest in their child's education progress and by modelling positive behaviours• Ensure their child's regular attendance with all the correct learning materials required• Engage in regular and constructive communication with school staff regarding their child's learning• Support the school in maintaining a safe and respectful learning environment for all members of the school community• Parents to notify school in regards to a bullying concern that involves their child.

Rights and Responsibilities of the Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none">• Expect that they will be able to teach in a safe, orderly and cooperative environment free from undue interruptions• Be informed, with privacy requirements, about matters relating to students that will affect the teaching and learning program for that student• Receive respect and support from students, fellow staff and the school community	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none">• Report bullying• Fairly, reasonably and consistently implement the engagement policy• Build positive relationships with students as a basis for engagement and learning• Provide support and counsel to fellow staff to assist them with providing for students with special or challenging needs• Listen and respond to the voices of all members of the community• Provide a safe and secure learning environment and use and manage the school's resources to create stimulating, safe and meaningful learning• Treat all members of the school community with respect, integrity, fairness and dignity<ul style="list-style-type: none">○ Consistently implement the standards of professional practice i.e. 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.○ Use a range of teaching strategies and resources to engage students in effective learning

Shared Expectations

Elsternwick Primary has developed shared expectations based upon the above rights and responsibilities to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. The shared expectations are intended to support individual students and families that come to the school's community from a diversity of backgrounds, communities and experiences.

The school has a responsibility to provide an educational environment that ensures students are valued and cared for, feel a part of the school, can engage effectively in their learning, experience success and strive for excellence.

The school's values of Respect, Responsibility, Resilience and Personal Excellence are based on the Australian Government's nine values for Australian schools, which are:

Care and Compassion are for self and others

Integrity Act in accordance with principles of moral and ethical conduct and ensure consistency between words and deeds

Doing Your Best Seek to accomplish something worthy and admirable, try hard and pursue excellence

Respect Treat others with consideration and regard and respect another person's point of view

Fair Go Pursue and protect the common good where all people are treated fairly for a just society

Responsibility Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life and take care of the environment

Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Honesty and Trustworthiness Be honest, sincere and seek the truth

Elsternwick Primary's expectations include:

- ✓ **accessible educational provision for all students** – students with disabilities and specific learning needs will be welcomed into the community
- ✓ **parent/carer partnerships and liaison** – open communication with parents or carers of children will be encouraged
- ✓ **community partnerships which engage families and the community in ways that support student achievement and success** – Elsternwick Primary maintains many links with local community organisations which can be called upon when required
- ✓ **provision of appropriate student services** – The Assistant Principal manages referrals to student welfare services and can advise on a range of external services as well
- ✓ **development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.** – Staff work and plan in teams to ensure the development of a curriculum that meets the individual needs of all students

Expectations of Staff

Elsternwick Primary's leadership team will monitor and ensure the implementation of the Strategic Plan, which cites engagement as a core issue for improvement. The implementation of a monitored approach to personalised learning will form the key strategy to increasing the engagement of students across the school.

Engagement

The school will:

Uphold the right of every child to receive an education.

- ✓ Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- ✓ Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- ✓ Develop flexible pedagogical styles to engage different learners
- ✓ Deliver curriculum and assessment that challenges and extends students learning
- ✓ Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- ✓ Provide opportunities for student voice to develop positive school culture in and outside the classroom.
- ✓ Provide a personalised learning approach in their classrooms

Attendance

- ✓ Promote regular attendance by all members of the school community to enable continuity of learning and to build strong social relationships.
- ✓ Seek to follow up unexplained student absences by contacting parents by phone or mail, and show empathy and offer support to build communication between parents and teachers.
- ✓ Promote healthy lifestyle choices especially healthy eating, exercise and plenty of sleep to enable children to meet each day with energy and optimism arriving on time.

Behaviour

Elsternwick Primary will support and promote positive behaviours by developing and implementing shared behavioural expectations within the school community and by delivering whole-school responses to behavioural issues. The Restorative practice approach will provide the basis upon which behaviour will be monitored. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Elsternwick Primary is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school will;

- ✓ will work to provide an appropriate and engaging curriculum for all students
- ✓ lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;
- ✓ monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- ✓ provide appropriate professional learning opportunities for all staff to build capacity to promote positive behaviours.

Teachers will;

- ✓ use the Student Engagement policy as a basis for negotiating a class-based set of norms and shared behavioural expectations with students and teach students social competencies through curriculum content and pedagogical approach
- ✓ employ behaviour management strategies that reflect the behaviours expected from students

- and which focus on supporting positive behaviours
- ✓ build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- ✓ involve appropriate specialist expertise where necessary

Expectations - Student

Engagement

All students are expected to:

- ✓ adhere to the classroom norms and school values;
- ✓ respect, value and learn from the differences of others;
- ✓ have high expectations of their learning;
- ✓ reflect on and learn from their own differences;

Attendance

All students are expected to come to school every day that the school is open to students. If students cannot come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

- ✓ support each other's learning by behaving in a way that is curious and respectful according to the school norms and behavioural expectations outlined in the student code of conduct
- ✓ have high expectations of their learning
- ✓ be considerate and supportive of others
- ✓ demonstrate behaviour and attitudes that support the wellbeing and learning for all and
- ✓ contribute to a positive school environment that is safe, inclusive and happy
- ✓ understand that bullying, including cyber-bullying, violence, property damage,
- ✓ inappropriate language and disrupting the learning of other students is unacceptable
- ✓ be aware of the school bullying prevention policy

Expectations Parents/ Carers

Engagement

- ✓ Parents/carers should help the school to provide student-centered responses by providing all relevant information to the school.
- ✓ parents / carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups, Parents' Association run activities and responding to communications including the student diary in a timely manner
- ✓ parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home and community.

Attendance

- ✓ Parents/carers are expected to ensure that enrolment details for their children are correct
- ✓ Parents are expected to ensure that their children attend and actively participate in school each and every day unless they are unwell in which case, parents are expected to ensure that the school is informed of the child's absence as early as possible with a phone call or note

- ✓ Parents are expected to ensure that their children attend school on time and not leave early wherever possible so that they may experience everything that school has to offer.

Behaviour

- ✓ Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.
- ✓ Parents should act in a fair and courteous manner in all dealings with the school and treat school staff in a respectful manner
- ✓ Parents should uphold the values of the school and support their children to do as well
- ✓ Parents should monitor their child's computer usage both at school and at home in line with the internet agreement that is signed

Restorative Practices

Elsternwick Primary is committed to the use of restorative practices with students. Restorative Practices:

- ✓ are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- ✓ promote awareness of others, responsibility and empathy
- ✓ involve direct and voluntary participation of those affected by misconduct in its resolution
- ✓ promote relationship management rather than behaviour management
- ✓ separate the deed from the doer are systematic, not situational
- ✓ are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied. When working with students a teacher may use the following questions as a start to the conversation they have with children to resolve issues.

When things go wrong!

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt!

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Diversity in the School Community

Elsternwick Primary aims to address diversity by:

- ✓ maintaining a highly skilled, motivated and energetic workforce which is better able to meet the needs of a diverse school community
- ✓ attracting highly skilled and diverse staff making the school a preferred employer
- ✓ increasing the range of knowledge, skills and experiences available in the workforce
- ✓ enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs

- ✓ creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Elsternwick Primary acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the consequences below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration assemblies • Reports • References • Newsletters • Leadership opportunities • Positive feedback • The right to represent the school • Graduation 	<p>Consequences for inappropriate behaviour include:</p> <ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • Contact with parents • Making changes to the student's learning program to better equip him/her to behave positively • Implement restorative practices • Conference: Apology • Action to make it right agreed to (many include clean up damage to property) • Ask the student to undertake tasks designed to better equip him/her to behave positively in the future • Counselling • Appropriate behaviours taught and agreed to • Payment for damage sought • Withdraw privileges • Withdraw student temporarily from class • Hold student support group meetings • Give the student detention • Negotiate alternative pathways or settings for student, or as a matter of last resort, suspension or expulsion • Some online activities are illegal and as such teacher are required by law to report this to police.

Ongoing Behaviour Issues

Where students exhibit ongoing unacceptable behaviour patterns; as part of a staged response a range of strategies will be used.

Parents/carers

Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment.

Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- ✓ establishing predictable, fair and democratic classrooms and school environments
- ✓ ensuring student participation in the development of classroom and whole school expectations
- ✓ providing personalised learning programs where appropriate for individual students
- ✓ consistently acknowledging all students
- ✓ empowering students by creating multiple opportunities for them to take responsibility and
- ✓ be involved in decision-making providing physical environments conducive to positive behaviours and effective engagement in learning
- ✓ providing all students with a copy of the Student Code of Conduct which is written in student friendly terms

Support and Strategies:

The school will respond to inappropriate behaviour, including irregular attendance, through a staged response, including:

- ✓ understanding the student's background and needs
- ✓ ensuring a clear understanding of expectations by both students and teachers
- ✓ providing consistent school and classroom environments
- ✓ scaffolding the student's learning program.

Broader support strategies will include:

- ✓ involving and supporting the parents/carers,
- ✓ involving the student wellbeing coordinator or managed individual pathways tutoring/peer tutoring
- ✓ mentoring and/or counselling
- ✓ convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- ✓ developing individualised flexible learning, behaviour or attendance plans
- ✓ providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
- ✓ involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the DET guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**

Grounds for suspension

In order for suspension to be an option, the following conditions must be in place: The student's behaviour must have occurred:

- ✓ whilst attending school;

- ✓ or travelling to or from school;
- ✓ or while engaged in any school activity away from the school;
- ✓ or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

- ✓ causes significant damage to or destruction of property;
- ✓ commits or attempts to commit or is knowingly involved in the theft of property;
- ✓ possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- ✓ fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- ✓ consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- ✓ consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

Our graduated in-school disciplinary measures are set out below. These are aligned with the school's student restorative justice policy and expectations around behaviour and are used in a way that is proportionate to the behaviour being addressed.

The reasons for and period of the withdrawal / detention are clearly communicated to the student and he / she is made aware of the behaviour standards expected in order for the privileges to be reinstated

- ✓ Withdrawal of privileges e.g. playtime, use of computer time or Internet service
- ✓ Withdrawal from a recess or lunch period (*1/2 of that period unless deemed a safety concern*)
- ✓ Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- ✓ Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch break may be used for this work. Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- ✓ Reporting illegal activities to the police.

For a complete list of school rules or expectations of students and consequences see the Student Code of Conduct

References

Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrchar ter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Child Safe Standards (Ministerial Order 870)	www.education.vic.gov.au/protect
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Review of this policy

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