John Henry Primary School

STUDENT ENGAGEMENT and INCLUSION POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance*

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1.   **School profile:**

John Henry Primary School has been constructed under the Public Private Partnership (PPP) Project. Under the PPP model, the college will be financed, designed, constructed and maintained by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management.

The School, located on Henry Road, Pakenham in the Cardinia Shire and will commence operation in January 2017. Initial programs will cater for students in Years Foundation to Year 6.

The state of the art facility provides the very best in contemporary educational design and promote active student-centred learning through the creation of adaptable, functional spaces. Our State of the art buildings consist of general Learning and Teaching areas, a Resource Centre/Library, Gymnasium, music room, a community space and a large oval. Teams of educators work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning.

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 cyberbullying. Please see our Bullying Prevention Policy for more information.

Our philosophy:

Unique in its status as a state-of-art Educational facility, John Henry Primary Schoolseeks to be at the forefront of education for the Pakenham Community. As a new State Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures.

The school values the traditions and history of the Pakenham Township and Cardinia Shire that have contributed to the community success in the past while embracing the opportunities offered by the future. The students' talents, efforts and achievements will be rewarded in an environment which fosters mutual respect, personal integrity and strong sense of self-worth.

Our vision:

Citizens of John Henry Primary School aspire to reflect the highest moral and ethical standards. Achievement is of great importance but how we behave is just as significant. The core of citizenship at John Henry Primary School is one of respect. Respect not only means the way we speak to each other, but the way we treat each other and each other's property. Within the school, true citizenship requires the understanding of these ideals:

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

3.   Guiding principles

John Henry Primary School is committed to excellence by:
- Recognising and developing intellectual, academic, cultural and sporting excellence.
- Providing inspirational and challenging teaching that is caring of the individual.
- Appreciating its diverse and highly professional staff and their dedication to the expectations of the School.

John Henry Primary School is committed to building tradition with a vision for the future by:
- Appreciating and upholding the traditions of the School's rich heritage.
- Developing in students the capacity to adapt quickly to change and embrace innovation.
- Developing in students and staff the capacity to confidently meet the challenges of changing technologies and global societies.

John Henry Primary School is committed to the development of the individual within the global society by:
- Challenging every student to achieve his full potential, often beyond perceived capabilities.
- Promoting creativity, innovation, teamwork and leadership in its students and staff.
- Supporting humour, inquiry, pragmatism, balance, optimism, resilience and lofty aspirations.
- Developing within students their capacity for self-management and self-determination.
- Honouring the promotion of care for others.

John Henry Primary School is committed to an involved and diverse school community by:
- Providing students, parents and staff with a sense of belonging to a community with clear goals.
- Encouraging and expecting the involvement of all members of the school community.
- Fostering understanding, empathy, cooperation and harmony within a culturally diverse school community.
- Supporting social responsibility in a local, national and international context.

John Henry Primary School is committed to providing a child safe environment for all students by:

- Implementing the Child Safe Standards to ensure the safety and wellbeing of all students at our school.
- Promote an organisational culture that manages the risk of child abuse and neglect.
- Has developed policies and procedures that aim to keep children safe.
  http://www.vrqa.vic.gov.au/childsafe/Pages/standards.html

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

5.   Strategies to promote the participation & empowerment of children

(Child Safe Standard 7)

Strategies to promote the participation and empowerment of children

Description:

John Henry Primary School ensures children feel safe and comfortable in reporting concerns or allegations of abuse. We have implanted a simple and accessible processes that help children understand what to do if they want to report abuse, inappropriate behaviour or concerns for their safety. All staff at John Henry Primary School will have an awareness of children's rights and adults' responsibilities regarding child abuse.

Rationale

Children often do not report abuse because they feel uncomfortable or they do not know how to raise their concerns or allegations of abuse. Some organisations do not have simple and accessible processes assisting children to understand their rights and how to report concerns regarding their safety.

John Henry Primary School will implement this standard by:-

- Providing children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse.

Information can be included in our welcome packs, information sessions and posters, as well as on the school website.

- Ensuring information and processes for reporting concerns are accessible to all children. John Henry Primary School has policies and procedures that are able to be accessed and understood by children with a disability.
- Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review information and processes.
- Considering access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translating school information (including information about children's rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages if appropriate.
- Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible. For example, views could be gathered through suggestion boxes and feedback sessions
- Ensuring services are accessible for people with a disability, for example provide appropriate communication aids such as hearing loops if required.
- Training relevant staff and volunteers on methods of empowering children and encouraging children's participation.
- Ensuring Aboriginal children are accepted when identifying as Aboriginal, and that staff and volunteers understand appropriate responses to children identifying as Aboriginal.
- Encourage participation and empowerment of children in other school activities, such as decision making.
    a. Raising awareness in the community about children's rights, for example through staff conversations with families and communications such as websites and newsletters.

We aim to successfully implement this standard so that John Henry Primary School is a school in which:

- reporting procedures for when a child feels unsafe are accessible for all children
- children understand what child abuse is, and their rights (age appropriate)
- children understand how to report an allegation of abuse or concern for their safety to the organisation, a trusted adult and external bodies (for example, the police)
- children feel safe, empowered and taken seriously if they raise concerns

- children feel empowered to contribute to the school's understanding and treatment of child safety
- children's reports of concern are responded to appropriately all staff understand how to empower children and encourage their participation

6. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Student Mapping Tool

- Engagement with student families

7. Behavioural expectations

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

8. School actions
Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. 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

9.   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

10. 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

Evaluation:

All of the policies are interim policy statements which will be progressively reviewed by stakeholders and presented to the school's new School Council for ratification during 2017.

11.   Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Universal strategies	Targeted strategies	Individual strategies

• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
 	
• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
 	
• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
 	
• All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on],
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
	
	• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.
	
	• Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.
		• Strategies to support attendance and engagement of individual students include:
		
		   o Meet with student and their parent/carer to talk about how best to help the student engage with school
		
		   o Establish a Student Support Group.
		
		   o Seek extra resources under the Program for Students with Disabilities for eligible students
		
		   o Develop a Behaviour Support Plan and/or Individual Education Plan.
		
		   o Consider if any environmental changes need to be made, for example changing the classroom set up.
		
		   o Refer to internal support services eg Student Welfare Coordinator or Student Support Services
		
		   o Refer to external support services inlcuding ChildFirst, Local Government Youth Services, Community Agencies

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • *preparedness* to engage in and take full advantage of the school program • *effort* to do their very best • *self-discipline* to ensure a cooperative learning environment and model the school values • *team work*	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with legislation released March 1, 2014 the school will: In accordance with DEECD procedures the school will: • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	Students are expected to: • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others	Parents/Carers are expected to : • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early

	- 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	of strategies to address individual needs	intervention strategies to deal with attendance and behavioural issues The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	

Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Rules	*Classroom Teacher Responsibility*	*Sub-school Managers*

Overall behaviour
 	
• Students must obey all reasonable requests of staff.
 	
• Students must always treat others with respect.
 	
• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
 	
• Students must respect the property of others.
 	
• Students must bring correct equipment to all classes
 	
• Students must work to the best of their ability.
	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 lunchtime, afterschool etc*
	5. *Follow through with graded consequences:*
	    a. *Move student to another seat / isolated area of the classroom*
	    b. *Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)*
	    c. *Remove to another classroom for time out*
	    d. *Organise conference/restorative chat to include Subschool Manager /AP*
	
	Continued misbehaviour warrants:
	
	a. *Incident Report to Sub School Manager.*
	b. *Contact with parent after consultation with Sub school Manager*
		Implement a staged response:
		
		• *Speak with the student prior to actioning*
		• *Student to ring and inform parent of misbehaviour in presence of Subschool Manager*
		• *Behaviour sheet*
		• *Attendance sheet*
		• *Placement into VCE class*
		• *Restorative chat with affected parties*
		• *Behaviour Plans*
		• *Student Contract*
		• *Parent contact*
		• *Student support conference*
		• *Friday afternoon detention*
		• *In house suspension*
		• *Recommendation to externally suspend and referral to AP*

Attendance and punctuality		

• Students must be on time to all classes		
• Students who are late to period one must report to the general office to get a late pass.	*Check late pass. Adjust entry on CASES21 to Late*	*Speak to student about lateness issues.*
	Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Sub School Manager if on-going	*On going lateness: Friday afterschool detention and/ or organise for parent conference to resolve issue.*
• Students who leave school early must have a note from home signed by their sub school manager prior to signing out at the office.		
		Follow through with student and / or parent/guardian/carer
• Students absent from school must ensure reasons for the absence have been communicated with the school.	*Report to sub school/admin*	*After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator. Inform the Principal Class via distribution list.*
• Notification from home (ie: signed note or medical certificate) must accompany all absences.		
• Students must not leave the school grounds without permission.		*Organise for environment duty that day or next day and link to Area A or B teacher.*
		Repeated offences: as above and limit the student to Area A.
Uniform		
• Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Check uniform pass. If no pass, inform student their name will be given to the Principal Class. Report extremes in appearance to Principal Class.*	*Check uniform pass. If no pass, confiscate the item of clothing and impose a Friday afternoon detention.*

Bullying		
• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.	*Report to Sub school Manager*	*Contact parents and involve Student Welfare Coordinator.* *Refer to schools Acceptable Use Agreement.* *Use resources from Bully Busters, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.* *Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.* *Some cases may warrant immediate suspension. This decision must be made by the Principal.* *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.*
Property and security		
• Students are to respect all school property.		*Challenge behaviours around rights and responsibilities and impose consequence e.g.*

• Students must not enter staff room, offices or lifts unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices 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 in common room or school grounds.* *For repeated offences, refer to Subschool Manager* *Confiscate the bag.* *Confiscate iPod or mobile phone and take to General office. Organise for students to remain behind and tidy the room or area.* *Retain any evidence of graffiti and report to Principal Class*	*clean up duties in common room or school grounds.* *For repeat offenders, place in the Friday after school detention class.* *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.*