Park Ridge Primary School
Student Engagement, Wellbeing and Inclusion Policy
October, 2016

Rationale

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

Aim

• To provide an educational environment which recognises, values and builds student wellbeing
• To develop students who are physically and emotionally healthy
• To develop the students’ positive social behaviours and problem solving skills
• To develop a staff that is confident, skilled and proactive in the management of student welfare issues
• To establish communication processes and protocols that are clear and well known to ensure the effectiveness of student welfare support.

Implementation

Overview

• This policy is produced in consultation with the school community to be read in conjunction with Effective Schools are Engaging Schools - Student Engagement Policy Guidelines
• Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy
• Our school values and encourage student individuality, differences and diversity
• A culture of positive reinforcement and encouragement will permeate all facets of our school
• Strategies detailed in the ‘Framework for Student Support Services in Victorian Government Schools’ will be implemented across the school
• Programs that provide for the emotional health of students will underpin our curriculum. This includes:
  o Positive Education lessons
  o Berry Street Education Model (BSEM) lessons, strategies and brain breaks
  o I Like, Like You program for years 5-6
  o Cool Blokes and MPower Girls programs for year 5
  o Revved Up and MPower Girls programs for year 3
• A safe environment that encourages open discussion will be implemented across the school
• The curriculum will be broad and will provide for the needs of individual students
• Programs that support the wellbeing of parents and families will be available
• The school will access Department of Education regional and network staff with wellbeing and/or welfare expertise as required
• Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues
• Student work and achievements will be regularly showcased and publicly recognised.
Preventative School Culture

- The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential.
- A key component of the School’s approach to prevention is teaching positive behaviours using the Berry Street Education Model and the use of logical consequences to address appropriate and inappropriate behaviour.
- The School Council and leadership team regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.
- Student voice is encouraged through participation in the Junior School Council, class meetings, formulation of classroom protocols, various student forums and educational decision making committees including school council.
- Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.
- Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the School leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Berry Street Education Model and AusVELS.

Prevention Programs

- Attendance - The School understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. The School has actively embraced the ‘It’s Not OK To Be Away’ approach and has developed school protocols to manage and monitor student attendance.
- Restorative Practices and School-wide Positive Behaviour Support - Park Ridge Primary has introduced Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues. Students will also have individual Focus Plans that identify their de-escalation strategies.
- Intensive Literacy and Numeracy - Park Ridge Primary have developed intensive literacy and numeracy improvement strategies that have been implemented as part of the school Strategic Plan.
- Inclusion, Wellbeing & Transitions - A Transitions Working Party has been established to investigate current practice and to make recommendations for improvement of transitions at every year level of the school.
- Mentoring Programs - Mentoring programs have been implemented for students deemed ‘at risk’ in reading from years 1-3.
- Lunchtime Activities - We have lunchtime activities to support student wellbeing, attendance, engagement and learning.
- Transitions - A close relationship has been established with the feeder kindergartens and local Secondary College to strengthen the links between the various levels of schooling.

Professional Learning

- Teacher Professional Learning is given a high priority at Park Ridge Primary to ensure the strategies and approaches adopted are implemented with integrity.
- Professional Learning is implemented through formal weekly Professional Learning sessions and informally via a number of avenues, throughout the school year.
• There is a significant focus on Professional Learning in the core curriculum areas of Numeracy and Literacy and the school priorities of Student Wellbeing and Digital Technologies.

Supporting Positive Behaviour and Relationships
• The School requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first term interviews, reports, parent-teacher interviews, phone calls, meetings and the use of diaries, TiqBiz, Compass School Manager, the School Newsletter and Year Level Newsletter.

• In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs, the School will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used:

<table>
<thead>
<tr>
<th>A Restorative Question Approach</th>
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</thead>
<tbody>
<tr>
<td><strong>To the wrongdoer</strong></td>
</tr>
<tr>
<td>What happened? Who else was there/around when it happened?</td>
</tr>
<tr>
<td>What were you thinking? What was in your head/in your mind?</td>
</tr>
<tr>
<td>Was it the right thing/wrong thing to do?</td>
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<tr>
<td>Who has been affected/upset/harmed by your actions?</td>
</tr>
<tr>
<td>In what ways?</td>
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<tr>
<td>How has this affected you?</td>
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</tbody>
</table>

| To the victim |
| What did you think when it happened? |
| What have you thought about since? |
| How has this upset/hurt/harmed you? |
| What has been the worst thing? |
| What is needed to make it right/to make you feel better? |

| To the wrongdoer |
| What do you need to do to make things better? How can you fix this? |

| To the victim |
| Is this ok/do you agree? |
| Is that fair? |

| To both |
| How can we make sure this doesn’t happen again? |
| Is there anything I can do to help? |
| Is there anything else you would like to say? |
| Formal recorded agreement developed. |
| Arrange time to follow up/meet again to see how things are going. |

A Staged Response
• This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.

• Serious incidents will require a more formal restorative session that involves Learning Leaders, Assistant Principal and or a Principal, all persons affected in the incident, and be documented.

• There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.

• Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise
strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community

- Restorative Practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Rights and Responsibilities

- 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
- 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. Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
  - age
  - breastfeeding
  - gender identity
  - impairment
  - industrial activity
  - lawful sexual activity
  - marital status
  - parental status or status as carer
  - physical features
  - political belief or activity
  - pregnancy
  - race
  - religious belief or activity
  - sex
  - sexual orientation
  - personal association (with a person who is identified by reference to any of the above attributes).

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
Students with Disabilities

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

- 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 education provider, staff and other students.

- In determining whether an adjustment is reasonable, an education provider 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.

- An education provider 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. The provider 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 provider may consider all likely costs and benefits, both direct and indirect, for the provider, 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 provider 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.

Bullying and Harassment

- **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

- **Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
  - Subtle: (The most common)
    - Offensive staring and leering
    - Unwanted comments about physical appearance and sexual preference
    - Racist or smutty comments or jokes
    - Questions about another’s sexual activity
    - Persistent comments about a person’s private life or family
    - Physical contact e.g. purposely brushing up against another’s body
    - Offensive name calling
  - Explicit: (obvious)
    - Grabbing, aggressive hitting, pinching and shoving etc
    - Unwelcome patting, touching, embracing
    - Repeated requests for dates, especially after refusal
    - Offensive gestures, jokes, comments, letters, phone calls or e-mail
- Sexually and/or racially provocative remarks
- Displays of sexually graphic material—pornography
- Requests for sexual favours
- Extreme forms of sexual harassment will lead to criminal prosecution
- Bullying can involve such things as:
  - grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
  - publicly excluding a person from your group
  - taking or breaking a person’s property
  - knocking a person’s books or belongings out of their hands or off their desk
  - teasing a person because of their looks.

Cyberbullying
- Cyberbullying consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (online personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available or visual (through manipulation of or unkind images of others)
- Behaving safely online means:
  - protecting your own privacy and personal information (we used to call it ‘stranger danger’)
  - selecting appropriate spaces to work and contribute
  - protecting the privacy of others (this can be sharing personal information or images)
  - being proactive in letting someone know if there is something that is ‘not quite right’. At home this would be a parent or carer, at school a teacher
- If you are being harassed or bullied, you should:
  - Tell the person you don’t like what they are doing and you want them to stop
  - Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with
- Your concerns will be taken seriously
- All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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| • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion  
• be treated with respect and dignity  
• feel valued, safe and supported in an environment that encourages freedom of thought and expression. | • acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community  
• participate and contribute to a learning environment that supports the learning of self and others  
• ensure their actions and views do not impact on the health and wellbeing of other members of the school community. |

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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| Students have a right to:  
• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition  
• participate fully in the school’s educational program  
• expect to learn. | Students have a responsibility to:  
• participate fully in the school’s educational program and to attend regularly. Students should also 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 |
will 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.

students should, with support, be expected to participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Parents/carers have a right to:</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>• expect that their children will be educated in a secure environment in</td>
<td>• promote positive educational outcomes for their children by taking an active</td>
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<tr>
<td>which care, courtesy and respect for the rights of others are</td>
<td>interest in their child’s educational progress and by modelling positive</td>
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<tr>
<td>encouraged</td>
<td>behaviours</td>
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<tr>
<td>• expect a positive and supportive approach to their child’s learning.</td>
<td>• ensure their child’s regular attendance</td>
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<td></td>
<td>• engage in regular and constructive communication with school staff regarding</td>
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<td></td>
<td>their child’s learning</td>
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<td></td>
<td>• support the school in maintaining a safe and respectful learning environment for</td>
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<td></td>
<td>all students.</td>
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Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and cooperative</td>
<td>• fairly, reasonably and consistently, implement the engagement policy</td>
</tr>
<tr>
<td>environment</td>
<td>• know how students learn and how to teach them effectively</td>
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<tr>
<td>• be informed, within Privacy requirements, about matters relating to</td>
<td>• know the content they teach</td>
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<tr>
<td>students that will affect the teaching and learning program for that</td>
<td>• know their students</td>
</tr>
<tr>
<td>student</td>
<td>• plan and assess for effective learning</td>
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<tr>
<td>• receive respect and support from the school community.</td>
<td>• create and maintain safe and challenging learning environments</td>
</tr>
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<td></td>
<td>• use a range of teaching strategies and resources to engage students in effective</td>
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<td>learning.</td>
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Shared Expectations

Park Ridge Primary has developed shared expectations 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 is accepted and appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Expectations - Staff

• Engagement
  • The School leadership team will:
    ▪ uphold the right of every child to receive an education up to the compulsory age of schooling
• 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 with the Park Ridge Primary School community to develop policies and procedures consistent with its values and aspirations and DET Guidelines
• 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 that are inclusive and responsive to student needs
  o That teachers:
    ▪ 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 developing a positive school culture in and outside the classroom

• Attendance
  o In compliance with Departmental procedures, School staff will:
    ▪ promote regular attendance with all members of the school community
    ▪ monitor and follow up on absences

• Behaviour
  o Park Ridge Primary will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Park Ridge Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances
  o The School leadership team will:
    ▪ 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 development opportunities for all staff to build their capacity to promote positive behaviours
  o Teachers at Park Ridge Primary will:
    • use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students
    • 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 – Students
• Engagement
  o All students are expected to:
    ▪ respect, value and learn from the differences of others
    ▪ have high expectations that they can learn
    ▪ reflect on and learn from their own differences

• Attendance
  o All students are expected to come to school every day that the school is open to students. If students are unable to attend, they must provide an explanation from their parents/carers to their teacher or the school. 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
    - have high expectations that they can learn
    - be considerate and supportive of others
    - demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes 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.

**Expectations – Parents/Carers**

• **Engagement**
  - 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
  - Parents/carers should also help the school to provide student-centred 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 and responding to communications including the student dairy in a timely manner

• **Attendance**
  - Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible

• **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.

**Restorative Practices**

• The school 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 (Bond et al. 2001, Fuller 1999)
  - promote awareness of others, responsibility and empathy (Hopkins 2002)
  - involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
  - promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
  - separate the deed from the doer (Marshall et al. 2002)
  - are systematic, not situational (Armstrong 2004)
  - 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 (Morrison 2002).

**Diversity in the school community**

• The school aims to address diversity by:
  - maintaining a highly skilled, motivated and energetic workforce who are 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
**School Actions and Consequences**

- Student engagement and appropriate behaviours should be encouraged through the implementation of whole school strategies supported by targeted and individualised support.
- Actions and consequences should be developed in consultation with the whole-school community, including students, and should foster a cohesive and consistent approach to inappropriate behaviour. They should be incremental, applied fairly and consistently and have an educational role with the aim of fostering positive relationships and retaining the dignity of all students.
- Equal emphasis should be placed on issuing positive rewards for meeting high expectations as there is on negative consequences.
- Student engagement and positive behaviours are supported most effectively through relationship based whole school and classroom practices.

<table>
<thead>
<tr>
<th>Encouraging positive behaviours through</th>
<th>Inappropriate behaviours should be dealt with fairly and consistently and consequences should be incremental</th>
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</thead>
<tbody>
<tr>
<td>Well defined school values and / or mission statement</td>
<td>Student Mentoring</td>
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<tr>
<td>Predictable, fair and democratic classrooms</td>
<td>Understanding the student – through formal assessments, needs</td>
</tr>
<tr>
<td>Whole school staff approach – agreed tone to class – how adults treat students</td>
<td>Parent Support Group (PSG) meetings</td>
</tr>
<tr>
<td>Establishing agreed school rules and class rules</td>
<td>One on one discussion with student and class teacher/ level coordinator/ Assistant Principal/ Principal/ Social Worker as needed</td>
</tr>
<tr>
<td>Class agreements</td>
<td>Parent notification as appropriate</td>
</tr>
<tr>
<td>Individual student goal setting</td>
<td>Group or class CIRCLE or class meeting including establishing actions of each person, impact on others and how it is to be “made right” (for minor disagreements involving classmates)</td>
</tr>
<tr>
<td>Fostering feeling of belonging to a school community through circles, buddies, cross-age whole school groups</td>
<td>Restorative Justices Chats to resolve issues or disagreements (for more major disagreements and/or aggressive acts involving students outside of the classroom with the yard duty teacher/ Assistant Principal)</td>
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<tr>
<td>Maintaining school pride through rituals such as a school song</td>
<td>Monitoring and keeping records of misbehaviour through Student Mapping Tool</td>
</tr>
<tr>
<td>Encouraging pride in self and school through school leadership programs such as Junior School Council, Student Leadership, Peer Mediators</td>
<td>Referral to Social Worker, Counsellor, Guidance Officer</td>
</tr>
<tr>
<td>Opportunities for students to be involved in decision making through Junior School Council</td>
<td>Involvement in structured program in or outside of school such as Kool Kids, parent programs</td>
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<tr>
<td>Student engagement in learning through personalised learning programs – Individual Learning Plans (ILPs), Language Support Checklist</td>
<td>Student support group – regular meetings</td>
</tr>
<tr>
<td>Acknowledging student achievements through weekly awards, assembly, noticeboards, newsletter, photo gallery for students who represent school at State level</td>
<td>Refer to community agencies – Knox School Youth Community Service, CAMHS</td>
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<tr>
<td>School programs that foster positive behaviour such as M Power for Girls, Cool Blokes, I Like, Like You, Kids Hope and Kool Kids Positive Parents</td>
<td>Refer to outside medical agencies</td>
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<tr>
<td>Extra-curricular activities – lunch clubs, computer, Book Club, gardening, dance, choir</td>
<td>Exclusion from class or event for short period (single session), part of day, whole day, multiple days (dependent on severity of misbehaviour and previous history). Parents notified through student diary or phone call</td>
</tr>
<tr>
<td>Opportunities to represent school – Hooptime, Fairhills Dance Club, Indonesian</td>
<td>Formal in-school suspension (working away from usual student group in</td>
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Encourage regular attendance through

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absence
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies – using the Student Mapping Tool
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of and supportive intervention for students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- clear written and verbal statements made regularly to parents/carers and students about school and community attendance expectations
- promotion of awareness that absence results in quantifiable lost learning time and opportunities – using It’s Not Okay to Be Away materials
- whole-school modelling of punctuality
- delegation of responsibilities to all staff, with a key member of staff leading attendance improvement initiatives – clearly documented processes and guidelines in place that all members of staff are aware of
- regular discussions on student attendance in staff meetings and in the staff performance and development review process – using reports from CASES
- understanding of the causal factors of irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including

- understanding the student
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program
- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component
- developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies
- immediate follow-up of individual student absences
- developing collaborative and empowering relationships between teachers, students and parents/carers
- inclusive practices, such as the translation of materials, the use of interpreters and flexibility in meeting arrangements
- organising attendance-focused meetings with parents/carers and students
- forming student support groups to enable a coordinated response to support for individual students and parents/carers
- individual student attendance goal setting and data-driven improvement plans
- transparent and immediate follow-up of any problems identified by students and parents/carers
- formal procedures for supporting the learning of a student absent for an extended period
- positive and flexible support and follow-up with students on their return to school, including the use of Return to School Plans
absence, and the need for targeted interventions

- implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways
- class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- Individual Student Learning Plans, including attendance and punctuality goals
- provision of out-of-school programs,
- structures and activities encouraging parents/carers’ involvement in the life of the school
- collaborative and cooperative programs with other schools, community groups and agencies.
- recognition of positive attendance through certificates and public acknowledgments

and modification of learning outcomes where required

- referring of individual students and parents/carers to community agencies for additional support

Discipline Procedures – Suspension and Expulsion

- When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools Are Engaging Schools and Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures

- 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:
  - Withdrawal of privileges
  - 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, that 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 may be used for this work
    - Where students are required to undertake school work after school, the time should not exceed forty-five minutes
    - The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers
  - Convening of a support group (See Effective Schools Are Engaging Schools - Student Engagement Policy Guidelines for process required)
  - Corporal Punishment is prohibited in all Victorian schools
  - Corporal punishment must NOT be used at this school under any circumstances.

References

Effective Schools Are Engaging Schools  http://www.education.vic.gov.au/healthwellbeing/well
<table>
<thead>
<tr>
<th>Policy:</th>
<th>Student Engagement, Wellbeing and Inclusion Policy</th>
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<td>October, 2016</td>
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<tr>
<td>Person Responsible:</td>
<td>Education Committee / Principal</td>
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<tr>
<td>Date for Review:</td>
<td>October, 2019</td>
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**Evaluation**

This policy will be reviewed as part of the school's three-yearly internal controls.