

STUDENT WELLBEING, ENGAGEMENT AND INCLUSION POLICY

Rationale:

Findon Primary School is committed to providing a safe, secure and high quality learning environment with development opportunities for every student. Our students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning. This policy applies to all school activities, including camps and excursions.

Definitions:

Student engagement 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.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self regulation.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Aim:

To relate to and be consistent with the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*, in areas such as:

- building a school environment based on positive behaviours and values
- encouraging educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a positive and healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student participation and student voice
- providing opportunities for parent/caregiver participation, collaboration and voice
- providing mental health promotion, prevention (cognitive, behavioural and emotional) and early intervention for students at risk

1. School Profile:

The Findon Primary School community respects diversity and promotes the values of fairness and equity. We aim to provide a positive learning environment, which is responsive to and supportive of children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages. The rights and responsibilities of students, teachers and parents/caregivers are paramount within the wellbeing and discipline program as we work towards common goals in an environment which encourages cooperation in the education process.

Vision:

At Findon Primary School, our vision is that our children will become lifelong learners with positive feelings of self worth. As young adults they must be confident, tolerant, adaptable and resilient. They

will be effective team members who understand their rights and responsibilities within a global community.

Our core purpose is to develop students to be literate, numerate, curious, and resilient, to contribute to the wellbeing of others and who are a part of a positive, vibrant and engaged community. Our positive school culture is predicated on student engagement being the basis for learning.

2. Whole School Prevention

Our Student Wellbeing, Engagement and Inclusion Policy reflects our school community's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour.

Our engagement and wellbeing approach is based on rights, responsibilities, positive community relationships and follow the principles of: *the right to learn, the right to be respected, and the right to be safe*. Our whole school approach focuses on building a safe and supportive environment, a clear and sequential social and emotional learning program, engaging and consistent pedagogical approaches, inclusive practices, strategic direction and professional learning for the community.

Whole School Values:

Our school values underpin our actions and provide direction in our decision making.

OUR VALUES AT FINDON PRIMARY SCHOOL

Rights and Responsibilities

Everyone has the right to learn.

Everyone has the right to be safe.

Everyone has the right to be respected.

VALUE	DEFINITION
Respect	<ul style="list-style-type: none"> • Respecting ourselves and others • Respecting our environment • Respecting differences in ideas, opinions and behaviours • Being inclusive and tolerant of all others
Responsibility	<ul style="list-style-type: none"> • Showing responsibility through your words and actions and ensure that your words and actions match • Being accountable to yourself and others • Showing personal and communal responsibility and leadership skills by making good choices • Encouraging others to demonstrate personal and communal responsibility
Honesty	<ul style="list-style-type: none"> • Always telling the truth—through actions and words • Being honest with yourself, others and in difficult situations
Doing Your Best	<ul style="list-style-type: none"> • Working to the best of your abilities in all areas of learning and behaviour • Being organised by having all equipment, asking questions and planning and using time efficiently • Showing positive and optimistic learning behaviours • Having confidence in your ability and persevering when there are challenges, not being afraid to make mistakes • Demonstrating resilience in learning and social situations by communicating with others and restoring relationships • Staying on task and striving for excellence
Care and Compassion	<ul style="list-style-type: none"> • Caring about yourself and the wellbeing of others • Acting in a caring and compassionate manner • Being inclusive and getting along with others, by being sensitive

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Proactive Approaches, Prevention Programs and Procedures

Promoting and teaching prosocial values and behaviours helps students to engage with school, their peers, their teachers and their learning. We have a number of strategies to promote prosocial values which include:

- modelling positive behaviours
- implementing the 'Developmental Approach to Managing Classroom Behaviour' protocols as developed by Associate Professor Ramon Lewis
- promoting positive class cultures such as compliments, class meetings, and using strategies to improve feedback mechanisms such as using Plus/Minus/Interesting (PMI) and Parking Lot charts
- promoting student voice and agency through active involvement in school tours, community working parties, School Captains, Junior School Council (JSC), house captains, assembly delivery and kindergarten visits
- establishing clear understandings of expected behaviours – through classroom agreements, minimising attention for inappropriate behaviours, staged, consistent and fair consequences for negative behaviours, and acknowledging positive behaviours
- behaviour management approaches are staged and focus on restorative approaches, rather than punitive measures
- whole school approaches to teaching and learning programs
- providing opportunities for students to learn about and demonstrate personal and communal responsibilities at school, e.g. through curriculum programs that embed the Victorian Curriculum F-10 capabilities of Critical and Creative Thinking, Ethical Capability, Intercultural Capability and Personal & Social Capability
- students developing and extending their understanding and demonstration of personal and communal responsibility through specific learning programs within the Physical Education program, and the Civics and Citizenship domain
- teaching formal social and emotional skills programs i.e. Promoting Alternative Thinking Strategies (PATHS), Respectful Relationships Education (RRE), KidsMatter, Restorative Practices, and Health Education which provide the common language and practice for emotional literacy development, self esteem building, relationship skills, self management and problem solving
- delivering and sourcing staff and community Professional Learning
- establishing clear and consistent approaches and procedures to minimise absenteeism – 'Every Day Counts' through regular parent teacher contact; information in the newsletter; 'On Time', 'Best Attendance' and 100% attendance awards and maintaining high expectations
- opportunities for proactive engagement with parents/caregivers and the wider community through involvement in programs such as Parent Representatives, Community Links, School Council and subcommittees, parent helpers, fundraisers, Stephanie Alexander Kitchen Garden Program and special events/open days

Developmental Approach

Our school responds to individual needs through the 'Developmental Management Approach to Classroom Behaviour', developed by Associate Professor Ramon Lewis. The main aim of the program is to develop a consistent approach to the building of positive relationships between students and their teachers.

At school people have three main rights:

- The right to learn
- The right to be safe
- The right to be respected

At school there are two kinds of responsibilities:

- Personal responsibility (I do the right thing)
- Communal responsibility (I encourage others to do the right thing)
- We use different techniques to positively manage our students, e.g. Non verbal hints – visual cues, body language and verbal hints – general hints, specific hints, restatements, questioning, 'I' messages and cues

Inclusion, Wellbeing and Transitions

Findon Primary School provides a range of supports for all students. Our wellbeing programs promote the strengthening of emotional, academic and social health of all students which include:

- working closely with Department of Education and Training (DET) professionals such as the speech pathologist and educational psychologist as required
- working closely with other agencies, such as the Department of Health and Human Services (DHHS), Austin Child and Adolescent Mental Health Services (CAMHS), Encompass Care, Berry Street, Child First and other specialist programs
- maintaining Child Safe and Mandatoring Reporting Policies
- recognising and responding to the diverse needs of our students through the Program for Students with Disabilities (PSD) and Ability Based Learning and Education Support (ABLES) program
- intervening early through literacy intervention programs such as Language Support Program (LSP) and Phonological awareness program
- the Early Years Koorie Literacy and Numeracy Program (EYKLN) to support students who are at risk of falling further behind in literacy and numeracy
- development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to school, state and national data collection
- professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented
- whole school approach to 'Developmental Management' to encourage engagement, build pride, respect and responsibility and positive behaviour promotion
- connecting to the school, local and global community
- extracurricular programs, such as, camps, cultural performances, whole school event days, school productions, Harmony Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Findon Arts Festival, interschool sport etc
- meetings such as Meet and Greet and Student Led Conferences support student transition throughout the school as do consistent teaching programs
- consistent teaching and learning programs
- student led conferences provide opportunities for students to share goals and reflections with their parents/caregivers and set new or modified goals for the coming semester or term
- student leadership programs and parent groups support inclusive practices within the school

Students with Disabilities and Additional Learning Needs

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. Students with disabilities have their learning needs accommodated in a variety of ways, including making appropriate adjustments and monitoring progress, so that students can participate as fully as possible in all aspects of school learning and life. An Individual Learning Plan (ILP) is required for all students on the Program for Students with Disabilities (PSD) or with significant additional learning and/or behavioural needs. The strength based plan describes a set of goals and strategies to meet learning needs of the student. The school has a documented PSD Policy.

Parent/Caregiver and Staff Support:

Parent/caregiver involvement when developing an ILP is essential, as their input about how they can support at home is critical to success. Staff may require meetings with parents throughout the year to develop a new or continued learning plan, and gain some information from parents/caregivers. Regular meetings with parents/caregivers are essential to maintain open lines of communication between home and school. A handover process is in place at Findon to ensure communication is clear for continued support to students. In some instances, students with additional needs may require an ILP.

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support may be provided in the form of:

- Professional learning opportunities

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- Regular meetings with the Principal team and colleagues
- Opportunities to meet with specialist intervention staff, e.g. speech therapist, psychologist

Attendance

We understand that maximum attendance is a key to student engagement and successful learning outcomes. All stakeholders have expectations around supporting student attendance. Findon is proactive in monitoring and supporting student attendance and has a documented Attendance Policy.

Professional Learning

High quality professional learning is one of the cornerstones of an effective school and fundamental to requirements within the profession. It enables staff to develop the skills and knowledge they need to improve their practice and is central to improving student learning. There are a range of DET and other professional learning programs and resources available for teachers and education support staff including curriculum focused professional learning programs. These are underpinned by the Seven Principles of Highly Effective Professional Learning (Effective Schools Model) which call for professional learning that is collaborative, embedded in practice and aimed at bridging the gap between what students are capable of doing and actual student performance.

Professional learning at Findon Primary School is:

- a shared responsibility – the skills, abilities and expertise of staff at Findon Primary School are highly valued and are utilised wherever possible to improve teaching and learning
- focused on student outcomes
- embedded in teacher practice
- informed by the best available research on effective teaching and learning
- collaborative, involving reflection and multiple forms of feedback
- evidence based and data driven to guide improvement and to measure impact
- linked to the School Strategic Plan, Annual Implementation Plan and student data
- undertaken individually, in teams or as a whole school
- shared with staff at planning, team/staff meetings and through Professional Learning Logs

All staff participate in professional learning focusing on the school approach to student engagement and wellbeing annually. Regular reviews throughout the year ensure common understanding and consistency of approach.

2. Rights and Responsibilities

Guiding Principles

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour. At Findon Primary School we believe in a positive and proactive approach to student behaviour with the intent to develop a school climate where personal responsibility and self discipline are developed and acknowledged. It is not possible to list rules to cover every classroom and playground situation. Student actions which impinge upon the rights of others should be accompanied by a fair and reasonable consequence. Consequences relating to inappropriate behaviour must take into consideration the student's background, maturity and development and the nature and frequency of the inappropriate behaviour.

Classroom Expectations

There are three basic classroom expectations:

- Hands, feet and objects to yourself
- One person speaking at a time
- Do what you are asked the first time

Each classroom teacher develops two more agreed expectations with their class, along with a range of other tools to create transparent and positive classroom cultures.

Bullying is seen as a serious breach of student rights and responsibilities AND will not be tolerated in any form.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The following policies are in place to maintain clear expectations around bullying: Findon Anti Bullying Policy, Equal Opportunity and Anti Harrassment Policy, Occupational Violence, ICT Policy

Students:

Rights and Responsibilities

- To follow the school values
- To learn
- To cooperate
- To listen when others are speaking
- To perform at a personal best
- To be safe
- To move and play in a safe way
- To be friendly
- To be respected
- To treat people and property with respect
- To listen to others' point of view
- To attend school every day
- To discuss issues and concerns respectfully with staff

Staff:

Rights and Responsibilities

- To teach
- To develop and provide an appropriate, relevant and challenging curriculum that provides all students with the opportunity to experience success in their learning
- To be respected
- To provide a safe environment for learning
- To act fairly and with care
- To listen to and consider different points of view
- To acknowledge parents/caregivers as partners in the education of their children
- To communicate effectively and act positively with all community members in the best interest of all students
- To be valued professionally
- To actively support school teaching and learning protocols
- To maintain and develop professional practice
- To discuss issues and concerns respectfully with families

Parents/Caregivers:

Rights and Responsibilities

- To expect that their child will be educated in a safe environment in which care, courtesy and respect for the rights of others are encouraged
- To ensure children attend school every day so they can engage and learn
- To provide children with the resources they need to engage in all school activities
- To support children in home learning tasks
- To be respected
- To act fairly and with care
- To listen to and consider different points of view
- To be an active partner with teachers in the education and wellbeing of their children
- To support the school in maintaining a safe and respectful learning environment for all students
- To attend and actively engage in home/school meetings
- To discuss issues or concerns respectfully with the school

3: Shared Expectations

Findon Primary School 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 are

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excepted and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from diverse backgrounds, communities and experiences.

Schools – Principals, Teachers and School Staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

School expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

Codes of Conduct

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

Student Code of Conduct

The student code of conduct is based on our school rights and responsibilities.

Students are expected to:

- behave in a respectful and responsible manner
- cooperate with teachers and staff
- allow other students to learn without interference
- be punctual for class
- participate in all relevant learning programs
- support the school values, procedures and policies

We support students to achieve these by:

- rewarding effort and positive behaviour
- modelling appropriate expectations and behaviour
- ensuring clarity with behaviour management strategies and relevant processes and procedures
- differentiating learning programs for students

Parent/Caregiver Code of Conduct

Findon Primary School values a strong and constructive parent/caregiver and community connection.

Parents/Caregivers are expected to:

- display respectful, courteous, fair and responsible behaviour in all interactions with students, staff and other community members
- respect the professional capabilities of all staff
- support school procedures and make appointments where there is a concern to be discussed
- support the implementation of student expectations by:
 - following attendance and punctuality procedures
 - supporting home learning
 - supporting school expectations around student behaviour
 - observing confidentiality when participating in school programs and communication
- support staff in their educational expectations of children by:
 - providing the school with any relevant information which will assist their child's education and wellbeing
 - attending parent teacher meetings and conferences
 - reading school newsletters, information notices and communication

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- attending relevant school information sessions such as meetings, Student Led Conferences and Meet and Greet
- support the school values, procedures and policies

Staff Code of Conduct

Staff are expected to:

- display respectful, courteous, fair and responsible behaviour in all interactions with students, staff and other community members
- support the school values, procedures and policies
- lead students and colleagues by modelling preparedness, respect, learning dispositions and by making positive contributions to the learning community
- be conversant with DET policies, theory of learning and curriculum, and to translate these into teaching practices, relationships and interactions which promote positive learning outcomes and foster a positive learning environment
- deliver a curriculum of inclusion, rigour, and accountability
- differentiate learning opportunities to develop students' skills, knowledge and independence
- adhere to the Victorian Institute of Teaching principles outlined in the Victorian Teaching Profession Code of Conduct

4: 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
- empowering students by creating opportunities for them to take responsibility and be involved in decision making
- providing an environment that fosters positive behaviours and effective engagement in learning
- recognising and highlighting achievement and appropriate behaviours in various ways, such as assemblies, student reports, newsletter articles, and leadership opportunities

Inappropriate behaviours, including irregular attendance, will be responded to 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/caregivers
- involving the leadership team and colleagues
- counselling where appropriate
- convening SSG 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
- involving community support agencies

Findon Primary School Behaviour Management

To support Student Wellbeing, Engagement and Inclusion, Findon has a documented Behaviour Management Policy.

Discipline Procedures – Detention, Suspension and Expulsion

Detention

The Principal and Assistant Principal may give an after school detention for serious misbehaviour and in consultation with the student's parents/caregivers. Parents/caregivers are informed at least 24 hours prior to the detention. Family circumstances will be taken into consideration and negotiation with parents/caregivers will occur where appropriate.

In School Suspension

In school suspension would apply to students who:

- fail to comply with any reasonable and clearly communicated instruction by a teacher or principal
- behave in a way that threatens the good order of the school's program or facility
- consistently behave in a manner that interferes with educational opportunities of any other student or students

In school suspension will take place near the Principal or Assistant Principal's office with the student receiving an alternative recess and lunchtime from the rest of the school. The teacher will provide work for the student to complete independently.

Suspensions and Expulsions

The school will follow departmental policy in relation to suspensions and expulsions.

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx>

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

Kids Matter Framework

<https://www.kidsmatter.edu.au/primary/resources-schools>

PATHS Program

<http://www.channing-bete.com/prevention-programs/paths/paths.html>

Restorative Practices - Kristy Elliot

<http://www.restorativepathways.com.au/kristy-elliott/>

Respectful Relationships Education

<https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf

AITSL

<http://www.aitsl.edu.au/>

eSmart Schools

<https://www.esmartschools.org.au/Pages/default.aspx>

Australian eSafety Commission

<http://global2.vic.edu.au/2015/09/03/cybersafety-webinars-for-teachers-and-students-from-the-new-australian-esafety-commission%E2%80%8B/>

DET A-Z Policies

Associate Professor Ramon Lewis – Developmental Approach to Behaviour Management

Equal Opportunity Act 2010

Charter of Human Rights and Responsibilities Act 2006

Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)

Education and Training Reform Act 2006

Melbourne Declaration on Educational Goals for Young Australians

Attitudes to School Survey

Parent Opinion Survey

Staff Opinion Survey

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APPENDIX:

Attendance Policy

PSD Policy

ICT Policy

Student Anti Bullying Policy

Behaviour Management Policy and Process

Child Safe Policy

Child Safe Code of Conduct

Occupational Violence Policy

Equal Opportunity and Anti Harrassment Policy

EVALUATION:

This policy shall be reviewed every 2 years as part of the ongoing policy and process review.