



Student Engagement and Inclusion Policy

Purpose:

This policy document's purpose is to support the priorities of the National Safe Schools Framework (2011) to ensure that "schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing". It is recognised that while we may not be able to counter the negative influences of the wider society, schools should nevertheless take steps to make their environment a safe and nurturing place that assists children to overcome any personal and social difficulties they may face. In this way children have the best opportunity to take full advantage of the curriculum programme that is available to them.

The Chewton Primary School Student Engagement and Inclusion Policy emphasize the following:

- Reinforcement of positive behaviour and positive self esteem
- Increased joint decision making
- Educating students in positive community values
- Showing respect toward self, others and the environment
- Building cooperative skills
- Encouraging of cyber-safe behaviours across the school community

Aim:

- To ensure every child has a safe and positive learning experience where they are engaged and supported to reach their full potential
- To ensure the school takes the issues of bullying, including cyber bullying seriously and values student wellbeing and safety as essential for personal and academic development

Vision:

- At Chewton Primary School we take pride in being a caring school that strives to meet the needs of all students through a rich and engaging curriculum. We recognise that every child is unique and the educational needs of each one will be different. The school's capacity to inspire and engage each child to fulfil his or her potential is a key to the student success and is pivotal in ensuring students are engaged in their learning
- Our vision is underpinned by the following guiding principles that represent fundamental beliefs about safe, supportive and respectful school communities. They emphasize the importance of student safety and wellbeing as a prerequisite for effective learning in all school settings

-Affirms the rights of all members of the school community to feel safe and be safe at school

-Acknowledges that being safe and supported at school is essential for student wellbeing and effective learning

-Accepts responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities

- Encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- Actively supports young people to develop understanding and skills to keep themselves and others safe
- Commits to developing a safe school community through a whole-school and evidence-based approach

EXPECTATIONS

Rights and responsibilities form the basis of the school's expectations . The expectations are listed to protect students, parents, teachers and other school staff and to provide a framework for implementing our rights and responsibilities.

Teacher expectations of students

- **Respect the rights of other children to learn and of teachers to teach**
- **Be punctual and prepared for learning**
- **Work to the best of their ability**

Students can expect:

- **Teaching that is relevant, authentic, challenging, differentiated and well prepared (see Victorian Institute of Teaching Teacher Code of Conduct for more detail)**

Whole school approach

The structure of engagement guidelines across the school is based on the following:

- Rules are negotiated in the classroom and based on whole school expectations
- Consequences, whether they be positive or negative are always seen as the result of a student's choice of behaviour
- Consequences will be given where appropriate.
- There are specified consequences for inappropriate behaviour which are known by all students
- There is a hierarchy of consequences for inappropriate behaviour which may lead toward the removal of the child from the classroom
- Teachers will focus on positive behaviour of students
- Teachers will have a plan for both appropriate and inappropriate behaviour
- Teachers will consistently reflect on their own teaching – content, mode of delivery and handling of behaviour (appropriate and inappropriate)
- Procedures will be implemented calmly
- Procedures will be implemented consistently with all students and in accordance with individual behaviour plans
- Teachers will focus on a sense of inclusion

Class implementation

- Within the first week of school, promote and reinforce the importance of school rules and expectations
- Each year class rules and positive consequences shall be established in consultation with the children. These should be based on the whole school expectations.
- Promote the rules as part of the curriculum
- Copy of the class rules to be sent home for parents to read
- If desired, use visual aids to explain the rules. E.g. photographs and illustrations
- Rules will be clearly displayed in the classroom
- Specialist teachers to develop and display a set of class rules.
- Specialist teachers, where deemed appropriate to record positive/negative behaviours for relaying to classroom teacher
- Impress upon the senior students that they are role models of ideal behaviour for all of the children at the school
- All teachers to have their classroom management plan available for casual relief teachers – to be located in the CRT folder and/or work programme

CONSEQUENCES

Students need to be aware that they are responsible for their own behaviour and the resulting consequences.

Positive consequences

Our school believes in acknowledging and encouraging positive behaviour in students that promote a happy and safe learning environment. Recognition includes, but is not limited to:

Individual

- Student of the day
- Stickers, certificates, awards, stamps, stars
- Verbal praise by teachers
- Praise written on student's work
- Print names in the newsletter
- Letters / phone calls / emails to parents
- Inform Principal of good behaviour
- Activity (earned) time
- Visit other teacher / class for praise
- Extra time on favourite activity – e.g. computer
- Pupil of the week or other positive award to be presented at assembly
- Positive Postcards sent home to every child a one time during the year

Class

- Organisation of group / class activity that is negotiated by the class teacher and students that do not involve free use of ICT or excessive unhealthy food choices

Negative consequences

Inappropriate behavioural choices need to be addressed to protect the rights and responsibilities of students, teachers, other school staff and parents. Consequences will be consistent within the classroom and across the school demonstrating fairness to all students. Consequences in ascending order:

Teachers will have their own preferred way of implementing the school rules, e.g. name on board, stickers, rewards. The following consequences are used for negative behaviour

1. Non-verbal warning; e.g. a stern look, move towards the student, or go straight to next consequence if warranted
2. Verbal warning – ask the student to explain, or explain to the student what the inappropriate behaviour was
3. Move the student to another part of the room
4. Direct the student to leave the room to an area where they will be appropriately supervised
5. In school suspension – principal's decision. Parents notified, DET suspension form completed
6. Home suspension – principal's decision. Parents notified, DET suspension form completed

Severe misbehaviour

Definition of severe misbehaviour:

- Wilfully inflicting physical harm on another person or property
- Overt refusal to do as the teacher requests
- Any behaviour which is so severe that it stops the whole class from proceeding
- Cyber-bullying

In the case of severe misbehaviour, the usual steps for discipline are by-passed. Physically restraining a child may be appropriate in certain situations of severe misbehaviour **only in** accordance with our school restraints policy

In some cases of severe misbehaviour it is recognised that the class teacher will require additional assistance to manage the situation.

Process for severe misbehaviour in the classroom

Call for assistance – from the principal or other classroom teacher

Teachers responding to this call may

- Assist in the situation in the classroom
- Ask the student to work in their own classroom
- Remove the other children from the class leaving the child who is misbehaving to be supervised on their own
- Take the class to give the teacher a short break if required

The student concerned will be asked to leave the classroom and escorted to the office or another room. An 'in school' suspension (i.e. the child does not return to his/her class) will remain in force until the parents have been notified. A behaviour conference will be held with the Principal, parents, class teacher and other appropriate school personnel (school psychologist, previous teacher) and child to decide what action is to be taken. A behaviour

contract may be drawn up with the student / parent / teacher. A critical incident report will be completed. Parents will be contacted.

An 'in school' suspension is in the Principal's office or another classroom.

Suspension- Guiding principals

When the principal determines that a suspension is justified, a student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for the suspension, detail the school days on which the suspension will occur and where the suspensions will be held. Details will be provided for additional support services and a Student Absence Learning Plan will be undertaken during the period of the suspension.

In determining whether to implement an in-school suspension or an out-of-school suspension, the support team will consider the educational, social and emotional impacts on the student and the school community.

Expulsion - Guiding principals

The principal may expel a student if, while attending school or travelling to or from school or on any school activity away from school, the student behaves in a way that is of significant magnitude that it severely impacts on the safety and wellbeing of other staff and students at the school and expulsion is the only available mechanism

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents/carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education of the expelled student.

Corporal Punishment is prohibited in all Victorian Schools. Corporal punishment must NOT be used at the school under any circumstances

At the conclusion of a severe behaviour incident, hold a staff, student debriefing, and wellbeing check

Playground rules

In addition to students following whole school expectations and yard rules will be negotiated each year with all the students and prominently displayed at all entrances

- Be kind and respectful
- Out of bounds behind the sheds, tanks and multipurpose room
- Only yourself on the play equipment
- Quiet space out the front from the pizza oven to the chess set
- The only thing you can throw is a ball or a Frisbee
- Balls only allowed at the back of the school
- Food only at the pizza oven area (p-2) and BBQ area (3-6)

Positive consequences:

Teachers to choose at their own discretion including

1. Verbal praise
2. Recognition at assembly
3. Notices in the newsletter

Negative consequences: Restorative conversations will be the first point of call.

- Reminder
- Time out on the veranda
- 3 times in a week, a phone call home
- Behaviour recorded in the yard incident folder

Teachers to choose at their own discretion

- Walk with the yard duty teacher for a specified time

Process for severe misbehaviour in the playground

If the yard duty teacher requires assistance, send a child to seek assistance

- Child is removed from the playground
- 'In school' suspension procedures follow
- Yard duty teacher fills out appropriate form

Out of School rules

On excursions and interschool sport, in addition to students following whole school expectations out of school rules include:

- Stay safe and be sensible when travelling
- Remain with your class / group
- Be a worthy representative of Chewton Primary School
- Respect others and all property

Negative consequences

- Verbal warning given
- Stay with the teacher for a given time
- Remain with the teacher for the rest of the excursion
- Severe misbehaviour may result in contact with the parent/school for return of the student
- Possible ban from next excursion and parent notified

BULLYING, CYBER-BULLYING, RACISM, DISCRIMINATION, PERSECUTION & HARASSMENT

- Students have the right to be in a secure environment.
- All forms of bullying, cyber-bullying, discrimination, racism, persecution and harassment are not tolerated at Chewton Primary School.

Implementation of policy

- All teachers are required to follow the Student Engagement and Inclusion Policy to ensure a consistent standard of conduct throughout the school.
- Positive behaviour will be promoted.
- A high level of importance will be placed on ensuring all children are aware and regularly reminded of the school's rules and expectations.
- Classroom rules / consequences are to be consistent with the school's rules and expectations
- Families, staff and students will be provided with the schools ' Positive Behaviours Supports' handbook

These policies support this document:

- Bullying policy
- Child Restraints and Seclusion guidelines
- Child Safe
- Child Safe Standards Code of Conduct
- Duty of Care
- Yard Supervision
- Esmart Incident Report
- Technology and Internet Policy
- Students with disabilities
- Victorian Teachers Professional Code of Conduct (2016)

References:

eSmart The Allanah and Madeleine Foundation 2011 <https://www.esmartschools.org.au>

The National Safe Schools Framework 2011 <http://www.deewr.gov.au>

Victorian Charter for Human Rights 2008 <http://www.humanrightscommission.vic.gov.au/>

Department of Education and Training Framework for improving student outcomes 2015
<http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx>

Effective Schools Are Engaging Schools State of Victoria 2009 <http://www.education.vic.gov.au>

Victorian Institute of Teaching Teacher Code of Conduct
<http://www.vit.vic.edu.au/media/documents/imported-files/spl/Code-of-Conduct-2015v2.pdf>

Evaluation: This policy will be reviewed as part of the school's 3 year review cycle. This policy was ratified by school June 2016