This policy outlines Wangaratta Primary Schools positive approach to engaging all students and all members of our community. It also identifies the responsibilities of community members and steps taken to ensure that everyone meets their responsibilities. This policy reflects the DET Student Engagement and Inclusion Guidelines.

Students Engagement & Inclusion Policy

May 2016

Contents

School profile:

At Wangaratta Primary School we build close partnerships with its families and great connections with its community. With approximately 190 students from 130 families, the staff knows our children well and uses a range of strategies to maintain good communication with parents to ensure the best academic and wellbeing outcomes for every child. The team at Chisholm Street comprises a principal, 10 classroom teachers, Italian, Music and PE specialists, and 8 educational support staff. Together they form a high functioning Professional Learning Community that places the child at the centre, employs evidence based teaching and learning strategies, and works constantly to improve practice. We have agreed principles of practice addressing academic, physical and social & emotional learning needs, ensuring a differentiated and cohesive learning journey for every student from Foundation to Year 6.

We have wonderful learning facilities, with flexible learning spaces and buildings for all grades, combined with our beautiful heritage school building housing specialist learning including Library, Visual Arts, Italian, and Music. Our unique geography further enhances the learning opportunities we provide. Located within the Wangaratta CBD, it is a short walk to the city library, gallery, performing arts centre, parks, and local businesses. Sited close to the junction of the Ovens and King Rivers we also have access to beautiful natural environments.

School mission, vision and values

Our mission:
Keeping the child at the centre of all we do.

Our vision:
"Wangaratta Primary School is committed to developing creative thinkers with a curiosity to learn. We strive to personalise the learning for every child by developing their skills, passions and interests. This keeps the child at the centre of everything we do."

Our values:

Respect, Tolerance and Inclusion, Ready to Learn and Personal Best.

Our work habits:

Getting Along, Persistence, Resilience, Organisation, and Confidence

Overview

Children strongly engaged and connected to school are more successful academically and socially. They are also great contributors to a positive learning environment that benefits everyone at our school.

At Chisholm Street we model and teach good social skills and work proactively to engage every child with school life. We rely on an active partnership with families to succeed with this. We use the KidsMatter Framework (www.kidsmatter.edu.au) and the You Can Do It program (http://www.asg.com.au/you-can-do-it-education) to guide this work:

Positive School Community	Social & Emotional Learning	Working with Parents & Carers	Helping Children with Difficulties
We build positive interactions and respectful relationships across our school community. We actively encourage behaviours that contribute to a positive school community, and quickly addressing negative and inappropriate behaviours.	We explicitly teach children social and emotional skills (You Can Do It!). Children learn these skills, just like learning English and Maths skills. Our aim is to develop in our students the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations.	Our students are most successful when we work together with each child's family. We actively build parent-teacher relationships so as to strengthen a culture of mutual support. We keep families informed via face-to-face meetings, phone calls, Compass, emails, messaging and more.	Sometimes children have social, emotional, academic and/or behavioural difficulties that need further intervention. Where necessary we reach out to experts outside our school, and to health and community agencies as the best way to achieve positive outcomes for our students.

Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

- The school will promote active student participation and provide students with a sense of ownership of their environment.

- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Wangaratta Primary 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 whole-school, group-specific and individual engagement strategies used in our school are outlined in **Appendix 1**.

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 as documented on Compass

- Compass Chronicle, Attendance, Learning Tasks and Reporting tools

- Engagement with student families

Shared Responsibility

Wangaratta Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

All members of our school community have shared responsibility to build a safe and respectful school. There are behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

The responsibilities of all members of our community are outlined in **Appendix 2.**

Responding to challenging behaviour

Most of the work we do is proactive, building positive connections and a school environment to make behaving well and making good choices easier for every child. However, when mistakes, poor choices, and unacceptable behaviours do occur, they are quickly challenged and addressed using a staged response. See our 'Responding to Challenging Behaviours Overview' in **Appendix 3**.

When poor behaviour does occur we expect each child involved to:

1. **Own It** – What happened? What did you do? Who was affected? What were you thinking? What are you thinking now?
2. **Learn From It** – What could you have thought differently? What could you have done differently?
3. **Fix It** – What needs to be done to put things right? What should happen next?

Discipline

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

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)

- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals

- Time out

- If a trend is found or behaviour is consistent, an individualised Behaviour Management Plan will be put into action

- Regular mediation or Student Support Group meetings between classroom teacher, Principal, parents/guardians, student and any needed external agencies

- 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 Wangaratta Primary 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

Engaging with families

Our School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, Compass, our Parents and Friends group, regular conversations with parents, and from parent representatives on School Council. The School Council and Parents and Friends group provides financial assistance and works hard to build a sense of community.

Our 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
- Inviting families to attend weekly assemblies and to participate in special events.
- 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

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
- Student survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or Compass

Review of this policy

This policy was endorsed by the Wangaratta School Council on ****************

School Council President: Cameron Gillies

School Principal: Steve Murphy

This policy will be reviewed every three years or more often if necessary due to changes in regulations or circumstances.

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

Appendix 1 - Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies

• Our school will deliver a broad curriculum in accordance to the Victorian Curriculum.
• 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, You Can Do It and KidsMatter,
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Leadership Programme and other more informal mechanisms.
	• All students in Out of Home Care 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 An extensive and flexible Transition Programme for Preschool/Kindergarten into Foundation and Grade 6 into Secondary School
		  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, The Centre, Ovens and King Community Health Service, NECAHMS, Peachy Speech, SCOPE, Ovens and Murray …, NESAY, DHS, Local Government Youth Services, Community Agencies

Appendix 2 - Shared Responsibilities

As principals and school leaders, we will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers and all non-teaching staff, we will:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As Parents, we will:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As Students, we will:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

As Community members, We will:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

The Department of Education will:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

Consequences for failing to fulfill responsibilities

Unreasonable behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
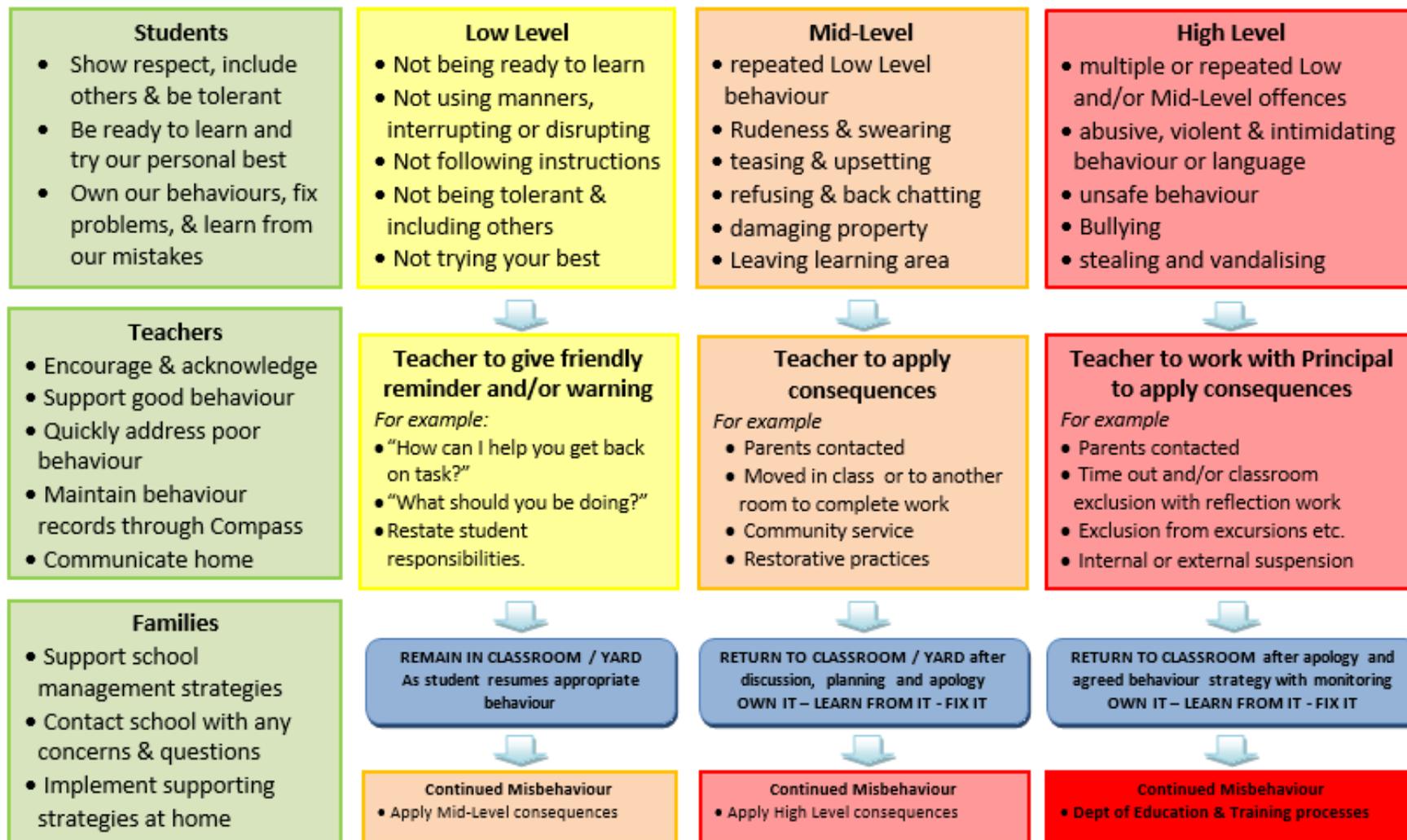- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Appendix 3 Responding to Challenging Behaviour

Responding to Challenging Behaviours Overview

Wangaratta Primary School: Respect, Tolerance & Inclusion, Ready to Learn, Personal Best

Students
- Show respect, include others & be tolerant
- Be ready to learn and try our personal best
- Own our behaviours, fix problems, & learn from our mistakes

Low Level
- Not being ready to learn
- Not using manners, interrupting or disrupting
- Not following instructions
- Not being tolerant & including others
- Not trying your best

Mid-Level
- repeated Low Level behaviour
- Rudeness & swearing
- teasing & upsetting
- refusing & back chatting
- damaging property
- Leaving learning area

High Level
- multiple or repeated Low and/or Mid-Level offences
- abusive, violent & intimidating behaviour or language
- unsafe behaviour
- Bullying
- stealing and vandalising

Teachers
- Encourage & acknowledge
- Support good behaviour
- Quickly address poor behaviour
- Maintain behaviour records through Compass
- Communicate home

Teacher to give friendly reminder and/or warning
For example:
- "How can I help you get back on task?"
- "What should you be doing?"
- Restate student responsibilities.

Teacher to apply consequences
For example
- Parents contacted
- Moved in class or to another room to complete work
- Community service
- Restorative practices

Teacher to work with Principal to apply consequences
For example
- Parents contacted
- Time out and/or classroom exclusion with reflection work
- Exclusion from excursions etc.
- Internal or external suspension

Families
- Support school management strategies
- Contact school with any concerns & questions
- Implement supporting strategies at home

REMAIN IN CLASSROOM / YARD
As student resumes appropriate behaviour

RETURN TO CLASSROOM / YARD after discussion, planning and apology
OWN IT – LEARN FROM IT - FIX IT

RETURN TO CLASSROOM after apology and agreed behaviour strategy with monitoring
OWN IT – LEARN FROM IT - FIX IT

Continued Misbehaviour
- Apply Mid-Level consequences

Continued Misbehaviour
- Apply High Level consequences

Continued Misbehaviour
- Dept of Education & Training processes

Appendix 4 - Process for responding to breaches of Behaviour Expectations

Behaviour Expectation	Classroom Teacher Responsibility	Principal

Overall behaviour
 	
• Students will respectfully follow all instructions given by members of staff.
 	
• Students must always keep their hands, feet and objects to themselves and respect the personal space of others.
 	
• Students will solve problems calmly and fairly.
 	
• Students must respect and care for the property of the school, their peers and themselves.
 	
• Students must use respectful language.
 	
• Students must move and play safely at all times.
 	
• Students will consider the needs of others and work efficiently without disrupting those needs.
	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 away from others, in an office or a table isolated from peers for 10 minutes with a task and organise for conference after class(restorative chat)*
	   c. *Move student to another classroom for time to complete 'Own It, Learn from It, Fix It' reflection.*
	   d. *Student is removed from the classroom environment to discuss choices and behaviour with the principal.*
	   e. *Behaviour documented on Compass.*
	
	Continued misbehaviour warrants:
	
	a. *Incident Report to Principal.*
		Implement a staged response:
		
		• *Speak with the student prior to action*
		• *Consequence fitting the misbehavior (complete removal from playground, walking with teacher during recess/lunch time, isolation from peers etc)*
		• *Student informs parent of misbehavior in the presence of Teacher or Principal.*
		• *Teacher or Principal to inform parent of misbehavior.*
		• *Restorative chat with affected parties*
		• *Conference involving student, parent, teacher and Principal.*
		• *Official Time Out, involving a detailed description of misbehavior and child's choices.*
		• *Behaviour Plan*
		• *In house suspension*
		• *Recommendation to externally suspend and referral to Principal.*

	b. *Contact with parent after consultation with Principal.*	
Attendance and punctuality • Students must be on time to all classes • Students who are late to school must report to the general office to be signed into the school by their parents/guardian. • Students who leave school early must be withdrawn by their parent/guardian or have had communication in the form of a note or phone call received by the administration staff prior to signing out at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school via phone, email, written note or Compass. • Students must not leave the school grounds without permission at any time.	*Refer parents to sign in at the general office.* *Adjust entry on Compass to Late* *Speak to student about lateness. Report to Principal if on-going* *After three days absence: Phone call administered to parent for reasoning.*	*Speak to student about lateness issues.* *After three days absence: Phone call administered to parent for reasoning.* *On going lateness: Organise for parent conference to resolve issue.*
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Speak to student and parent/guardian about being out of uniform.* *For repeat offenders, direct them to our second hand uniform store at the general office.*	
Bullying	*Document on Compass*	

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.	*Speak to student about their choices.* *Report to Principal* *Have a conference with Principal, parent/guardian and child regarding ongoing behaviour.* *If behaviour persists, write a behaviour management plan.*	*Contact parents and involve Student Welfare Coordinator.* *Refer to schools Acceptable Use Agreement.* *Use resources from KidsMatter, You Can Do It or other professional programmes to prompt reflection.* *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. • Students must not enter staff room, offices, classrooms or sheds unless supervised. • Students must bin all rubbish • Students must return borrowed school material on time. • Students must not bring valuables and if they must be brought, they need to be handed to Teacher or put in the security storeroom at the beginning of the day.	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds or loss of play time.* *For repeated offences, refer to Principal and report on Compass* *Confiscate valuable and store in a secure location or take to security store room.*	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds or loss of play time.* *Report to parents/guardians.* *Conference with parents/guardians.* *For repeat offenders, place in Time Out.*

School will not be responsible for loss of valuables.		
• Electronic devices must not be used without permission.	*Organise for students to remain behind and tidy the room or area.*	*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.*
• Classrooms must be left neat and tidy.	*Retain any evidence of graffiti and report to Principal*	
• Graffiti of any kind will not be tolerated.		