



UNIVERSITY PARK PS STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DEECD *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

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Table of Contents

1. School Profile	3
2. School values, philosophy and vision	3
3. Guiding principles	3
4. Engagement Strategies	4
5. Identifying students in needs of extra support	4
6. Behaviour expectations	4
7. School Actions	4
8. Engaging with families	5
9. Evaluation	6
10. Appendices and Related Policies	6
Appendix 1: Statement of Rights and Responsibilities	7
Appendix 2: Student Engagement Strategies	8
Appendix 3: Behaviour expectations	9
Appendix 4: Staged response to behaviour issues	12
Appendix 5: Process for responding to breaches of Behaviour Expectations	13

1. School profile:

University Park Primary School is situated in the [City of Brimbank](#), near [Victoria University](#). The school opened in 1972 and is located between an established residential area and extensive new housing sites in the suburb of Cairnlea, 20 kilometres west of Melbourne. In 2014 school enrolments are approximately 225 students. We have 24 school staff including a Student Wellbeing Worker.

Our school is culturally diverse with 68% of families having a language background other than English (LBOTE), with the largest LBOTE groups being Chinese (Mandarin) and Vietnamese. Approximately 50% of the school community receive the Education Maintenance Allowance (EMA).

2. School values, philosophy and vision

Our philosophy:

As a small school, University Park Primary School (UPPS) prides itself on being a school of excellence, where students can achieve their full potential in literacy and numeracy development as well as across a broad range of key learning areas. We ensure a whole school approach to the teaching of literacy and numeracy, supporting students with special educational needs, whilst also providing additional opportunities for more able students. We ensure that our teacher practice reflects the current research in order to provide the best learning outcomes for our students, in a safe and supportive environment.

We share a common belief that all children can learn to a high standard and all children want to learn. We support the development, learning and achievement of every student in our school. Together, in collaboration with parents and communities, we undertake the actions necessary to support the development, learning and achievement of every child. The school's motto of "Learning Together - Achieving Success" is reflected in its team approach to teaching and learning. We deliver a holistic approach to education underpinned by high expectations which considers the individual, academic, emotional and social needs of the students. We provide our students with the technological, social and academic requirements to become lifelong learners and productive adults in our community.

Our vision:

At University Park Primary School our vision is to work collaboratively to ensure every individual learns to their full potential and is a respectful and responsible member of the community.

Our values:

Collaboration, Learning, Responsibility, Respect, Honesty

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

3. 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.

4. Engagement Strategies

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

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours.

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

5. Identifying students in need of extra support

Our school will utilise the following information and tools to 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
- Engagement with student families

6. Behavioural expectations

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

7. School actions

Responding to challenging behaviour

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

Discipline

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

Disciplinary measures that may be applied include:

- Restorative approaches (eg: repairing harm caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals and the process recorded on the school's Behaviour Management Record Document
- Time-out
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

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

8. Engaging with families

The School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents and Friends Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups, where appropriate

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 Parent Complaints Policy.

9. 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 Opinion Survey data
- internal data sources such as Student Focus Groups and Yard Duty Behaviour Tracking Records
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

Review of this policy

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

10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

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

Related policies:

- *Parent Complaints Policy*
- *Behaviour Management Record Document*
- *Bullying and Harassment Policy and Procedures*
- *ICT Acceptable Use Agreement*

STATEMENT OF RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

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

Student Engagement Strategies

Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • 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 positive behaviour rewards, assemblies and via communications with parents. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Leadership profile, Junior School Council and other more informal mechanisms. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be supported through individual learning plans, Student Support Group meetings and will be referred to Student Support Services as necessary and applicable. • Relevant staff will undertake primary prevention initiatives in response to needs identified by classroom teachers or other school staff during the school year. • Relevant students will have the opportunity to participate in a social and emotional learning curriculum program such as formal Social Skills Group (via RCH Mental Health Services co-ordination and/or support, • Relevant teaching staff will apply an informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, <i>Restorative Approaches to Building Healthy Relationships</i> and similar resources/approaches) to working with students who experience trauma, loss and grief and/or other life difficulties, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services and Community Agencies, such as RCH, Alannah and Madeline Foundation

Shared Behaviour Expectations

Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately at 9am and 12pm

		<p>school holidays</p> <ul style="list-style-type: none"> • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> • follow up on any unexplained absences promptly and consistently, following a consecutive two day absence by a student • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • always keep hands, feet and unkind words to themselves • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others • comply with the school's policies and work with teachers and parents in 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances in a timely manner • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behaviour Management Strategy through a shared collegiate understanding to promote consistent management practices, inclusion and/or reintegration, when applicable</p> <p>The school recognises that for some</p>

	developing strategies to improve outcomes		students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students if exclusion, such as suspension, is necessary
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Staged response checklist for student behaviour issues

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

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Model, teach and/or encourage replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

<i>Rules</i>	<i>Classroom Teacher Responsibility</i>
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must work to the best of their ability. 	<p><i>Follow the “<u>What happens if I break a rule?</u>” process</i> (Parents are requested to reinforce this at home)</p> <p><i>1. Warning: <u>Recorded on the BEHAVIOUR RECORD SHEET</u></i> Teacher speaks to student(s) about the rule broken. The teacher may write the name(s) on the <i><u>BEHAVIOUR RECORD SHEET</u></i> and record the misconduct as a reminder to do the right thing.</p> <p><i>2. Action: <u>Recorded on BEHAVIOUR RECORD SHEET</u></i> Teacher speaks to student about the rule broken. Teacher will record the misconduct on the <i><u>BEHAVIOUR RECORD SHEET</u></i> (along with the first warning).</p> <p><i>3. Action: <u>Recorded on BEHAVIOUR RECORD SHEET</u></i> If another rule or the same rule is broken, the teacher will write the misconduct on the <i><u>BEHAVIOUR RECORD SHEET</u></i> and relocate the student within the room. Depending on the rule broken, the student may miss out on something the class are doing at the time, as a result.</p> <p><i>4. Action: <u>Recorded on BEHAVIOUR RECORD SHEET AND WORK/REFLECTIVE TASK</u></i> If another rule or the same rule is broken, the teacher will write the misconduct on the <i><u>BEHAVIOUR RECORD SHEET</u></i> and the student will have 15 minutes of class work or a Reflective Sheet to do in another room. This is known as a ‘Time Out’.</p> <p><i>5. Action: <u>Recorded on BEHAVIOUR RECORD SHEET</u></i> If another rule or the same rule is broken, the teacher will write the misconduct on the <i><u>BEHAVIOUR RECORD SHEET</u></i> and the student will be sent to a Leading Staff Member</p>

	<p>(namely the Principal and/or Assistant Principal). The student will complete a Reflective Sheet, if it has not already been done.</p> <p>Parents will be notified of 'time out' as they will receive a copy of the completed <u>BEHAVIOUR RECORD SHEET.</u></p>
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