

Longford Primary School
Student engagement and inclusion policy

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

February 2020

Principal: Joel Fraser

School Council President: Nat Scott

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1. School profile:

Longford Primary School is situated 7 km south of Sale in the Shire of Wellington. The school currently has 124 students. The school catchment area is large ranging up to 30 km south west of the school, extending to the coastal towns of Golden Beach and Paradise Beach 35km south east, as well as the large town of Sale.

The school is a member of the Sale Cluster of schools and the Wellington network. The full-time equivalent (FTE) teaching staff is 7.9 including a Principal and 2.3 Education Support (ES) staff. The school conducts 6 classes; two Foundation to Year 1 (F-1), two Year 2 to 3, a Year 4 to 5 and a Year 5 to 6. Specialist programs are conducted in visual arts, Physical Education and music.

2. School values, philosophy and vision

Longford Primary School strives to provide a friendly, caring and safe environment that:

Maximises learning, personal growth and wellbeing for all students.

Creates a stimulating and supportive environment for all teachers.

Assists, informs and involves all parents.

The school's purpose is based on the vision of providing a stimulating environment that allows students to achieve their full potential by promoting an education of real value that produces proud, engaged students who are skilled, flexible, responsible, resilient and creative.

The following values underpin the life of our school and how ALL members of the school community should conduct themselves:

Integrity – in all of our actions being honest, fair, responsible and loyal.

Respect – by treating others and the environment with care, consideration and regard.

Responsibility – by being accountable for one's own actions and learning.

Excellence – in striving to achieve one's personal best in all that they do, and acknowledgement of such.

The school's code of behaviour and whole-school behaviour management strategy retains the focus on respect for people, for property and for learning in our classrooms. Each student is aware that bullying and intolerance are not accepted at this school and that good manners and hard work are encouraged. A feature of this is the weekly recognition and presentation of "Longford Achievers" certificates at assembly that acknowledge success in all areas of achievement.

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.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

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 which can negatively affect the learning environment of the self and others.

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. Inclusion and Diversity

The school is committed to creating an environment where all members of our school community are welcomed, accepted and treated equitably and with respect, regardless of their backgrounds or personal attributes, such as race, language, religious beliefs, gender identity, disability or sexual orientation so that all students at Longford Primary School can participate, achieve and thrive at school.

The school acknowledges and celebrates the diversity of backgrounds and experiences in our school community and will not tolerate behaviors, language or practices that label, stereotype or demean others.

The school will:

- Ensure that all students and members of our school community are treated with respect and dignity
- Ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg athletic days, concerts, discos etc) on the same basis as their peers
- Encourage empathy and fairness towards others
- Contribute to positive learning, engagement and wellbeing outcomes for all students

Bullying, harassment and other forms of inappropriate behavior targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behavior are encouraged to speak up and to let their teachers, parents or carers know about such behaviors to ensure that inappropriate behavior can be addressed. The school will take appropriate measures, consistent with its *Bullying and Harassment policy* to respond to discriminatory behavior or harassment at our school.

To ensure Longford Primary School is maintaining an inclusive environment, the school also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners.

7. Behavioural expectations

The School has been a part of the School Wide Positive Behaviour Support approach, which focuses largely on developing the behaviours we would like to see in our students. A Matrix is used to identify appropriate or “green” behaviours for students. Alternatively, “Orange” behaviours are outlined as those that require change, as repeated “Orange” behaviours lead to “Red” behaviours, which indicate they are having significant impact on other students. In addition, certain behaviours which are deemed to be extreme or violent in nature also are classed as “red” with immediate intervention required.

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

8. 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 Training 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 approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- 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 (see **Appendix 5**).

[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>

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found http://www.longford-ps.vic.edu.au/pdfs/Code_of_Conduct.pdf

The school's child safety policy/statement of commitment can be found at http://www.longford-ps.vic.edu.au/pdfs/Child_safety.pdf

The school's policies and procedures to manage child abuse can be found http://www.longford-ps.vic.edu.au/pdfs/Code_of_Conduct.pdf

9. 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 committee 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 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.

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

10. 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
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

Review of this policy

Date Implemented	19/2/2019
Approval Authority (Signature and date)	
Dates Reviewed	12/02/2020
Responsible for Review	Finance Committee
Next Review Date	February 2021
References	DET

11. 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 Training Student Engagement and inclusion Guidance available at

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

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, abuse, 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

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum in line with its agreed values – Respect, Responsibility, Integrity, Excellence. • 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. 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 develop their social skills and learning dispositions through our school's social skills and learning power program. 	<ul style="list-style-type: none"> • Teachers will monitor individual student attendance rates • The school will provide a safe, engaging and orderly learning environment. • Any student in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment. • School 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 Traumatized Children, and similar resources) to working with students who have experienced trauma. 	<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, Community Agencies.

	Students	Parents/Carers	Principals/Teachers & Staff
<p>Engagement (participation in the classroom and other school activities)</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> • Respect – look after all people and their property • Responsibility – take ownership of your belongings and behaviour • Excellence –strive to achieve your personal best at all times • Integrity – be honest with yourself and others 	<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 and Child Safe Standards 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. • Classroom organization and teaching approaches that cater for the needs of all learners, including making reasonable adjustments for students with disabilities to ensure that all students are able to participate in classroom and school activities

<p>Attendance</p>	<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 school holidays • support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • follow up on any unexplained absences promptly and consistently • require staff to make contact with parents after two days of consecutive absence and provide work to be completed. • report attendance data in the school's Annual Report • identify trends via data analysis • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of respect, responsibility, integrity and excellence • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • comply with all reasonable requests of staff. 	<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 school's behavioural expectations • communicate with the school regarding their child's circumstances • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will:</p> <ul style="list-style-type: none"> • deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child. • 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. • consistently apply its Behaviour Management Policy through a shared collegiate understanding

	<ul style="list-style-type: none">• respect the rights of others to learn. No student has the right to impact on the learning of others.• respect the property of others.		<p>and only exclude students in extreme circumstances.</p> <ul style="list-style-type: none">• recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
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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.	
Teach 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)	

Longford Primary School

Living Our Values Everyday - Classroom

<p style="text-align: center;"><u>GO FOR GREEN</u></p> <p><i>Respect</i></p> <ul style="list-style-type: none"> • Listen when others are talking. • Follow instructions from teachers <p><i>Responsibility</i></p> <ul style="list-style-type: none"> • Take care and pride in my belongings. • Look after school and other’s property. <p><i>Integrity</i></p> <ul style="list-style-type: none"> • Be honest in my actions • Treat other people nicely. <p><i>Excellence</i></p> <ul style="list-style-type: none"> • Take pride in my work. • My best effort always. 	<p style="text-align: center;"><u>REWARDS</u></p> <ul style="list-style-type: none"> • Raffle tickets • Class reward • Student choice activity. • Casual Day • Postcard home • Go to another class with great work • Go to principal with great work. • Work published in the GAS.
<p style="text-align: center;"><u>CHOOSE TO STOP</u></p> <ul style="list-style-type: none"> • Calling out • Not following instructions • Not completing work • Late to class • Annoying others • Not cooperating 	<p style="text-align: center;"><u>CHOICES</u></p> <p>Stop the behaviour you are doing and GO FOR GREEN</p> <p>OR</p> <p>Receive consequences for your behaviour.</p>
<p style="text-align: center;"><u>STOP</u></p> <ul style="list-style-type: none"> • Teasing • Bullying • Deliberate physical contact • Swearing • Threatening other students or staff • Repeated orange behaviours 	<p style="text-align: center;"><u>CONSEQUENCES</u></p> <ul style="list-style-type: none"> • Written warning • 5 minutes time out • 10 minutes time out in another room. • Sent to principal – parent contacted. • Individual behaviour management plan.

LONGFORD PRIMARY SCHOOL

Living Our Values Everyday – *Playground*

<p style="text-align: center;"><u>GO FOR GREEN</u></p> <p><i>Respect</i></p> <ul style="list-style-type: none">• Share nicely.• Hands and feet to yourself. <p><i>Responsibility</i></p> <ul style="list-style-type: none">• Keep our yard clean.• Look after your uniform and sports equipment. <p><i>Integrity</i></p> <ul style="list-style-type: none">• Say NO to bullying behaviours.• Use great manners with others. <p><i>Excellence</i></p> <ul style="list-style-type: none">• Invite others to share your games.• Include others in games.	<p style="text-align: center;"><u>REWARDS</u></p> <ul style="list-style-type: none">• Verbal praise.• Green slips and a chance to win a free lunch order.• End of Term reward.• Whole school reward.
<p style="text-align: center;"><u>CHOOSE TO STOP</u></p> <ul style="list-style-type: none">• Not following teacher instructions.• Not wearing a hat.• Annoying others.• Not returning equipment.• Playing roughly.• Playing in an out of bounds area.	<p style="text-align: center;"><u>CHOICES</u></p> <p>STOP the behaviour you are doing and GO FOR GREEN</p> <p>OR</p> <p>Receive consequences for your behaviour.</p>
<p style="text-align: center;"><u>STOP</u></p> <ul style="list-style-type: none">• Teasing• Bullying• Deliberate physical contact• Swearing• Threatening other students or staff• Repeated orange behaviours	<p style="text-align: center;"><u>CONSEQUENCES</u></p> <ul style="list-style-type: none">• Minor behaviour – Discuss expected behaviour and monitor student.• Repeated behaviour may lead to Time out of yard• Major behaviour - Time out of yard.• Yard Behaviour Plan

