

LYSTERFIELD PRIMARY SCHOOL



STUDENT ENGAGEMENT & 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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Lysterfield Primary School Mission Statement

Lysterfield Primary School will provide a positive and safe learning environment that caters for a variety of learning styles. Our objective is to develop confident, well adjusted, resilient, life-long learners capable of being responsible for their own opinions and actions, whilst being positive contributors to the global society and a sustainable environment

1. Profile Statement

Lysterfield Primary School is situated in a relatively quiet residential area. Located on the outskirts of Melbourne's Eastern suburbs, the school is near the Dandenong Ranges. The original school was established in 1877 and located on Wellington Road and in 1997 was relocated to Bellfield Drive, Lysterfield. Current enrolment is 451 students and the school is expected to maintain this approximate number. Lysterfield P.S is part of the Rowville cluster of schools which includes Park Ridge PS, Heany Park PS, Rowville PS and Karoo PS and the two campuses of Rowville Secondary College.

The school buildings are attractive and well maintained. Students are accommodated in permanent classrooms and there is a community built multi-purpose classroom, medium sized hall and a canteen. There is a wide range of interesting outdoor spaces with shade for students and the school grounds have been designed with active and passive areas and to cater for the needs of all students. There is a wonderful synthetic turf play area and a soccer ground. The school has the use of the adjacent Lakesfield Reserve for lunchtime and sport activities.

Lysterfield PS has a low Student Family Occupation density of 0.33 which means that there is a high SFO percentile range and high socio-economic status. Students mostly come from the local area and parents work in mainly professional and management jobs. Parents have high expectations of the school for their children's learning, welfare and discipline, and there is a strong partnership between home and school. The school is generally mono-cultural. However, there has been a slight increase of students from non-English speaking backgrounds in recent years.

Lysterfield PS has 30 teaching staff and 13 non-teaching staff, including administration, integration and intervention aides, a part-time First Aide attendant and a canteen manageress. Students are grouped mainly in straight grades P-4 with a multi-aging model in years 5/6 with all teachers planning together in AusVELS levels. Staff meet weekly as a whole staff as well as in level teams. The leadership team and the school Team Leaders meet weekly. The AusVELS provides the basis of the curriculum. Specialist programs are provided in visual arts, performing arts, LOTE, Library, health and physical education, sustainability/environmental studies, challenge/extension, enrichment support and extensive programs are provided in student leadership, information communication technology and restorative practices.

The work of the school council, parent's association and the parent community is evident throughout the school in improved facilities and equipment for students and teachers. A number of enthusiastic parents have provided many hours of voluntary work in school maintenance tasks and fund raising.

The school community is committed to improving student learning outcomes particularly in literacy and numeracy. In recent years student attitudes to school have improved significantly to show almost all of the teaching and learning variables to be in the fourth quartile of the state in both years 5 and 6. Improvement is also seen quite dramatically in the Parent Opinion Survey. Parents report significant improvements in learning focus and general satisfaction, along with most other variables. The staff opinion survey has generally been above the state mean throughout recent years.

General feedback from preschools, secondary colleges, parents and teachers substantiates the effectiveness of the school's transition program. Prep/Foundation students are eager to start their education at Lysterfield Primary School and generally settle well into school life. Teachers report a calm, yet enthusiastic start to the year and parents rate transitions highly on the parent opinion survey. Year 6 students move on to a large number of secondary colleges, many of which are outside of the local network. The school has a good relationship with the local secondary school, Rowville Secondary College. Having a smooth student transition from year to year is also a priority for staff.

2. Whole School Prevention Statement

The school community has worked diligently to purposefully plan and develop student connectedness, engagement and wellbeing. There is an emphasis on the celebration of student achievements, both individual and as a school group, and a focus on engendering pride in the school. Staff are actively engaged in developing classroom practice to ensure that pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through level teams that encourage innovative pedagogy developed through the Inquiry Learning instructional model and AusVELS.

A number of whole school programs implemented in recent years ensure student wellbeing and engagement and consistency in teacher practice across the school. These included a restorative practices approach to conflict resolution together with the cross-age "circles program" forming the basis of a whole school community approach. The student leadership program and an extensive lunchtime clubs program have been developed and an inquiry based approach to thinking and learning promoted. 'Quality Beginnings' is a specific program based on values, high expectations and mutual respect which was introduced into the curriculum to focus on individual learning styles, social/emotional intelligence and team building strategies.

The school community's commitment to enhance student learning outcomes is supported by the strong partnership that exists between teachers, parents and students. Curriculum leadership is fostered through Leadership, Team Leaders and Education Committee meetings. The staff team is dedicated to serving the needs of the community to the best of their ability through their commitment to the school's mission statement.

Two-way open communication is encouraged for the benefit of each individual student. The school fosters positive relationships with parents and other community members. This is well supported by School Council, its sub-committees and Parents Association. Parents are enthusiastically involved in the life of the school through classroom assistance, parent education programs, Canteen, Special Events and Working Bees. The Parents Association organises fundraising and social activities.

Prevention & Student Values Programs

At Lysterfield P.S. we aim to inspire and encourage students to make a positive contribution to our school, local community and world by being motivated to take action and make a difference. We provide opportunities for students to develop their leadership skills. School and House Captains are elected by peers following

presentations to Year 5 and 6 classes and School Leaders are selected by teachers from student's nominations. All Student Leaders are invited to attend an Induction program conducted at school. They are invited to attend conferences conducted by local council e.g. Cyber Safety Forum. Student leaders are responsible for programs within the school e.g. Environment, Technology and School Promotion. The Leaders work with a mentor (teacher) and conduct regular meetings with their teams. A Student Leadership display board enables students to communicate with peers. Student leaders are involved in making displays, writing articles for newsletters, and speaking at assemblies. Links with the local community are fostered; for example senior students regularly visit the Sherbrooke Private Nursing Home. In addition, Year 5 and Prep students participate in a buddies program each year and several staff have received training in "M Power for Girls" and "Rock and Water".

Attendance

The school recognises that full attendance is a key to engagement and every student's ability to learn and our teacher's ability to teach effectively. At Lysterfield P.S. it is not OK to be away and attendance records are accurately maintained and monitored.

Restorative Practices

Staff have received training in the philosophy and practices of Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual Student. The school's innovative "CIRCLES" program strengthens relationships across the school and allows for peer tutoring in effective social skills. "CIRCLES" groups are also used for special events i.e. "Olympic Games" where social bonds are strengthened.

Focus on Literacy and Numeracy

An emphasis is placed on early literacy intervention. Significant effort is put into supporting teachers to develop best practice and improve teaching and learning practices. A range of professional development opportunities are provided for all staff.

Inclusion, Wellbeing and Transitions

Strong links have been established with the local kindergartens, preschools and child-care centres where the teachers and staff regularly share good practice and discuss ways to improve the transition experience for children and their families. They are accompanied by the year 6 School Captains and Student Leaders who assist and make friends with the younger children.

The prep/foundation transition program consists of children being invited to attend three story-time sessions towards the end of term three as well as four formal transition sessions during term four, which introduces them to the school, teachers, future classmates and prepares them for the year to come. The sessions give children the opportunity to participate in fun activities whilst becoming familiar with teachers and classrooms. Nearly 100% of new enrolments attend these sessions. The aim is to support children as they become aware of what happens at school and to allay any anxieties they or their parents may have.

Information evenings for prep/foundation parents cover a range of topics, such as the school nurse discussing health issues, canteen operations, uniform, and communication with the teacher. This helps to support a smooth transition for students and a path for parents wishing to become involved in school activities.

A formal annual Year 6 Graduation ceremony is held in December to celebrate seven years of primary education for each student. Students move on to a wide range of secondary colleges outside the local network of schools. Parents and students are provided with transition information and families are encouraged to seek out the school that they believe best suits their needs. To strengthen ties with Rowville Secondary College opportunities are provided for the primary and secondary students and teachers to interact.

Professional Development

Professional Development provides staff with the opportunity to keep abreast of current teaching practices and information. This contributes to a richer learning environment for the students. The school identifies priority areas and aims to support curriculum development through the provision of effective, ongoing, professional development.

How we support positive behaviour and relationships

Lysterfield P.S. requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through "Getting to Know You" interviews, 3-way conferences, written reports, parent-teacher interviews, phone calls, informal meetings and the extensive use of diaries. In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes through a Student Support Group. The following restorative question approach will be used:

RESTORATIVE CHAT
To the person(s) who caused harm: We're here to talk about.
<i>Can you tell us what happened?</i>
<i>What were you thinking? What was in your head/mind?</i>
<i>Was it the right/wrong thing to do?</i>
<i>Who has been harmed/affected/upset by your actions?</i>
<i>In what ways? How has this affected you?</i>
To the person(s) harmed:
<i>What did you think when it happened?</i>
<i>What have you thought about since?</i>
<i>How has it affected/upset/hurt/harmed you?</i>
<i>What has been the worst thing?</i>
<i>What is needed to make it right/to make you feel better?</i>
To the person who caused harm:

What do you need to do to make things better? How can you fix this?

To the person harmed:

Is that okay/do you agree? Is that fair?

To Both:

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record agreement/congratulate them for working it out. Arrange time to follow-up/meet again to see how things are going?

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Team Leaders and or Assistant Principal/Principal; all persons affected in the incident and will be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behavior continues, this will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our community, encouraging responsible behavior and actions and ensuring that personal pride and dignity is maintained.

3. Rights and Responsibilities

3.1 Every member of the school community has a right to fully participate in an environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Student Rights and Responsibilities

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification
- To have specific needs addressed
- To be responsible learners and assist in the creation of a safe learning environment
- To follow class and school rules
- To respect their own property, that belonging to others and school property
- To respect and value other opinions

Staff Rights and Responsibilities

- To work in a healthy, safe and non-discriminatory environment.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To work effectively in a supportive, safe and stimulating environment
- To treat students with respect, dignity and fairness
- To teach appropriate curriculum, content and follow school and department policy and procedures
- To work collaboratively with colleagues
- To work in partnership with parents, carers and members of the wider school community
- To behave and dress in an appropriate and professional manner
- To promote a positive image of the school in the community

Parent/Carers Rights and Responsibilities

- To be informed about student behavior and consequences
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To be active partners in the learning and development of their children
- To positively support class/school behavior expectations
- To ensure students are punctual and attend school regularly
- To support the school's dress code
- To use appropriate grievance procedures
- To promote a positive image of the school in the community

- To respect privacy and confidentiality

3.2 Equal Opportunity. The *Equal opportunity Act 1995* sets out the types, or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes: age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including governments and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

3.4 The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimization.

An education provider must make "reasonable adjustments" to accommodate a student with disability. An adjustment is a measure or action to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. In determining whether an adjustment is reasonable, an educator provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments
- This information might come from the student, an associate of the student, independent experts, or a combination of these people.
- An education provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers,
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.
- The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organization.

3.5 Bullying and Harassment

Lysterfield Primary School does not accept Bullying in any form. Staff, students and parents are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all. The school will ensure all members of the community feel safe and are able to communicate any concerns to the appropriate parties. Students will be expected to demonstrate respect and tolerance for others; support each other; develop appropriate strategies to assist them in handling bullies; develop awareness of the different types of bullying-psychological, social, physical, verbal and cyber bullying; understand that some bullying is unlawful. The school will also encourage a bully to take responsibility for his/her actions and assist a bully to understand how his/her actions will affect others.

4. Shared Expectations

Effective schools share high expectations for the whole school community. Lysterfield P.S. has shared expectations to ensure that the learning, safety and rights of all are respected. The expectations set out what is expected and the appropriate behaviors for our school community. They support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Expectations of Staff

Achievement: *Pursuing excellence and displaying pride and satisfaction through individual achievement and endeavor.*

- Commitment to the school's vision and support for the educational and social values outlined in the School Strategic Plan.
- Work to assist all children to achieve their potential in learning, social and personal development by providing high quality teaching and learning programs.
- Promote high but achievable expectations for students.

- Acknowledge and value staff endeavor and achievement.
- Celebrate achievements through special events, information nights, newsletters and displays in the wider community.
- Positively promote the school to students, parents and the wider community.

Respect: *Having regard for self, others and property and accepting differences.*

- Promote a safe, caring environment where rights are respected and obligations acknowledged and met.
- Be a positive role model to students through courtesy, respect and care of people and property.
- Treat all members of the school community with empathy and respect, encouraging their involvement and partnership.
- Establish positive and professional relationships with colleagues that focus on and promote core values.
- Work co-operatively and supportively in professional learning teams.
- Listen to and acknowledge the views of others, respecting their contributions.
- Respect the privacy of others and adhere to the Privacy Law.
- Recognise and behave in a manner consistent with the professional standards, and DEECD regulations and requirements.

Responsibility: *Being accountable for your actions and words, contributing positively to the school community.*

- Expect all children can learn.
- Maintain challenging expectations for all children.
- Actively engage children in their learning.
- Actively support and implement the programs and strategies developed to achieve the school's goals and priorities.
- Monitor and assess children's achievement using a variety of techniques.
- Provide relevant information to parents regarding children's learning.
- Maintain appropriate documentation of programs, planning and evaluation.
- Engage in reflection and critical self-evaluation of professional practices.
- Commitment to continuous improvement of teaching skills and methods by undertaking relevant professional development and sharing good practice with others.
- Fulfill responsibilities as outlined in the relevant role description statements.
- Follow agreed protocols to resolve issues.

Integrity: *Acting honestly, ethically and consistently.*

- Actively promote and model equity and social justice for all.
- Provide support, trust and loyalty to one another.
- Adhere to decisions reached by consensus.
- Act with discretion and confidentiality in all relationships.

Optimism: *Being resilient, having a positive outlook, developing self-confidence, self-respect, self-management, perseverance and well-being*

- Value and appreciate the efforts of all.

- Be able to manage and adapt to change.
- Encourage and empower students to take increasing responsibility for their learning and behavior.
- Speak positively about the school and colleagues.
- Solve student problems in a positive way.

Connectedness: *Having a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.*

- Provide a welcoming, safe, inclusive, stimulating learning environment.
- Be welcoming and professional to all and foster an active partnership between home and school.
- Encourage and support parent and community participation programs.
- Encourage parents to support their child's learning at school and at home.
- Work collaboratively and be actively involved in discussion and planning.
- Contribute to and participate in school and community activities.
- Develop broader community links by involvement in a variety of educational projects and activities with colleagues as part of the Rowville Cluster and community.

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

Expectations of the Community

Achievement: *Pursuing excellence and displaying pride and satisfaction through individual achievement and endeavor.*

- Participate in and contribute to school activities.
- Form partnerships with staff to work towards the achievement of school goals.
- Support school programs through demonstrated interest in and encouragement of children's work and achievements.
- Promote a positive image of the school in the community.
- Reinforce the school's values.

Respect: *Having regard for self, others and property and accepting differences.*

- Listen to and acknowledge the opinions of others.
- Be considerate and courteous.
- Follow accepted procedures when communicating with staff and students.
- Support decisions made by the school.
- Respect privacy and confidentiality.

Responsibility: *Being accountable for your actions and words, contributing positively to the school community.*

- Contribute to school programs and events.
- Act as a positive role model.
- Support school policies, programs, codes of practice, and values.

- Guide students towards behavior that is safe, co-operative and supportive of a harmonious school environment.
- Participate constructively in school decision making and policy development, and respect decisions resulting from consultative processes.

Integrity: *Acting honestly, ethically and consistently.*

- Treat children, staff and parents fairly and honestly.
- Be considerate, friendly and patient.
- Appreciate the differences within the school's community.

Optimism: *Being resilient, having a positive outlook, developing self-confidence, self-respect, self-management, perseverance and well-being.*

- Enthusiastically support class and school activities.
- Speak positively about the school.

Connectedness: *Having a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.*

- Community members will be welcomed at the school, appropriately thanked and acknowledged.
- Students will engage in community based activities.
- Community members will be informed and involved in school programs, events and activities.

Expectations of the Students

Achievement: *Pursuing excellence and displaying pride and satisfaction through individual achievement and endeavor*

- Participate in and contribute to the school.
- Positive participation in school programs.
- Promote a positive image of the school.
- Respect the schools vision, values and goals.

Respect: *Having regard for self, others and property and accepting differences.*

- Listen to and acknowledge the opinions of others.
- Treating others with care, dignity, understanding and consideration.
- Be considerate and courteous when communicating with staff, other students and visitors.
- Respect privacy and confidentiality.

Responsibility: *Being accountable for your actions and words, contributing positively to the school community.*

- Contribute to school programs and events.
- Act as a positive role model.
- Ensure correct behavior at all times while wearing school uniform including school excursions and outside school hours.
- Demonstrate behavior that is safe, co-operative and supportive of a harmonious school environment.

- Contribute to the school decision making processes.
- Acceptance of consequences for choices made.

Integrity: *Acting honestly, ethically and consistently.*

- Be truthful and fair to build friendships, earn respect and trust.
- Be considerate, friendly and patient.
- To be accepting of people's differences.

Optimism: *Being resilient, having a positive outlook, developing self-confidence, self-respect, self-management, perseverance and well-being.*

- Actively participate in class and school activities.
- Speak positively about the school.
- Value and appreciate the efforts of all.
- Develop the skills of perseverance and resilience.

Connectedness: *Having a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.*

- Be friendly and caring to all members of the school community.
- Be engaged in community based activities.
- Be actively involved and encourage the involvement of other members of the school community in school programs, events and activities.

Expectations of the Principal

Achievement: *Pursuing excellence and displaying pride and satisfaction through individual achievement and endeavor*

- Foster unity of purpose in the school community by highlighting and encouraging the home-school partnership and the shared achievements of students, parents and staff.
- Foster and nurture a purposeful, trusting learning environment which encourages risk taking and problem solving, recognises and rewards student achievement and develops each child's self-esteem and confidence.
- Build an environment of continuous improvement.
- Manage and provide regular feedback on performance and achievement to the school community.
- Manage and provide regular feedback to staff through performance planning and annual review.

Respect: *Having regard for self, others and property and accepting differences.*

- Provide clear and equitable job descriptions.
- Consultatively facilitate the development and implementation of the school's professional development plan to enhance the professional skills of the staff.

Responsibility: *Being accountable for your actions and words, contributing positively to the school community.*

- Provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed in partnership with the school community and are effectively implemented.
- Lead and manage the implementation of the School Strategic Plan and the evaluation of school performance.
- Ensure that the school's Annual Implementation Plan is implemented.
- Develop and maintain procedures for the monitoring and reporting of school progress in relation to goals and targets.
- Ensure that student achievement is monitored regularly in accordance with school and DEECD guidelines, and that parents are kept well informed of their children's progress.
- Facilitate collaborative, consultative and strategic planning and decision making.
- Have a sound knowledge of instructional leadership.
- Lead staff in the development, implementation and evaluation of programs that meet the needs of all children and values achievement.
- Maintain a safe, effective and harassment free environment.
- Support staff in the consistent implementation of school student engagement policy.

Integrity: *Acting honestly, ethically and consistently.*

- Ensure that principles of merit and equity and valuing diversity are applied.
- Ensure that regular and effective lines of communication are established and maintained between the school community.

Optimism: *Being resilient, having a positive outlook, developing self-confidence, self respect, self-management, perseverance and well-being.*

- Provide enthusiastic leadership by articulating and developing the educational vision for the school, and involving the school community in achieving that vision.
- Provide leadership that, builds high performance teams, empowers the community and boosts morale.
- Support and demonstrate the values identified as vital to the school.

Connectedness: *Having a sense of community through friendship, care, compassion, cooperation acceptance, belonging and sharing.*

- Actively promote the school in the local, wider and educational communities.
- Actively encourage and facilitate community involvement in all aspects of schooling.
- Establish and maintain networks of support between local region, schools, principals, communities, support services and agencies.
- Build a school culture that recognises the contributions and achievements of children, staff and parents.
- Maintain regular classroom contact and be accessible to all members of the community, developing a good rapport.

5. School Actions and Consequences

Student engagement and appropriate behaviors are encouraged through the implementation of whole school strategies supported by targeted and individualized support.

Actions and consequences are developed in consultation with the whole-school community, including students, and this ensures a cohesive and consistent approach to inappropriate behavior. They are incremental, applied fairly and consistently and have an educational role with the aim of fostering positive relationships and retaining the dignity of all students.

Equal emphasis is placed on issuing positive rewards for meeting high expectations as there is on negative consequences.

Student engagement and positive behaviors are supported effectively through relationship based whole school and classroom practices, for example:

Positive behaviors are encouraged by:	Inappropriate behaviors are dealt with fairly and consistently through:
<ul style="list-style-type: none"> • Well defined school values and / or mission statement • Predictable, fair and democratic classrooms • Whole school staff approach – agreed tone to class – how adults treat students • Establishing agreed school rules and class rules • Class agreements • Individual student goal setting • Fostering feeling of belonging to a school community through “CIRCLES”, Multi-age whole school groups. • Maintaining school pride through rituals such as singing the school song • Encouraging pride in self and school through school leadership programs • Opportunities for students to be involved in decision making through Student Representative Council, • Student engagement in learning through personalised learning programs – ILPs, 	<ul style="list-style-type: none"> • Student Mentoring • Understanding the student – through formal assessments, needs • Student Support group meetings • One on one discussion with student and class teacher/ level coordinator/ Assistant Principal/ Principal/ Social Worker as needed • Parent notification as appropriate • Group or class CIRCLE or class meeting including establishing actions of each person, impact on others and how it is to be “made right” (for minor disagreements involving classmates) • Restorative Justices Chats to resolve issues or disagreements (for more major disagreements and/or aggressive acts involving students outside of the classroom with the yard duty teacher/ Assistant Principal) • Monitoring and keeping records of misbehavior through Student Mapping Tool

<p>Language Support Checklist</p> <ul style="list-style-type: none"> • Acknowledging student achievements through weekly awards, assembly, newsletter, photo gallery for students who represent school at State level • School programs that foster positive behaviour such as <i>M Power for Girls</i>, <i>Rock and Water</i>, • Extra-curricular activities – camps, lunch clubs, computer, chess, gardening, dance, choir, cooking • Opportunities to represent school – Hooptime, Fairhills Dance Fair Victoria, Public Speaking Competitions. • Parent Support Programs. • Student Support services – preventative and advice • School Community events – Open Nights/Afternoons, Concerts, Sports Carnivals • Physical environment – suitable safe play areas. 	<ul style="list-style-type: none"> • Referral to School Support Services • Involvement in structured program in or outside of school such as Kool Kids, parent programs • Referral to community agencies – Knox School Youth Community Service, CAMHS • Referral to outside medical agencies • Exclusion from class or event for short period (single session), part of day, whole day, multiple days (dependent on severity of misbehaviour and previous history, (parents notified through student diary or phone call) • Formal in-school suspension (working away from usual student group in monitored situation, (parents notified formally) - refer to <i>guidelines</i> • Formal out of school suspension, parents notified formally and return to class dependent on meeting with student and parent discussing expected behavior changes. Refer to Student Engagement and Inclusion Guidance 2014 (Suspension Process) at: http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx • Expulsion. Refer to Student Engagement and Inclusion Guidance 2014 (Expulsion Process) at http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx
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<p>Regular attendance is encouraged through:</p>	<p>Irregular attendance, is responded to through :</p>
<ul style="list-style-type: none"> • articulating high expectations to all members of the school community. • adopting consistent, rigorous procedures to monitor and record student absence 	<ul style="list-style-type: none"> • understanding the student's specific needs • ensuring a clear understanding of expectations by both students and teachers

<ul style="list-style-type: none">• following up student absences promptly and consistently• implementing data-driven attendance improvement strategies• creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning• providing early identification of and supportive intervention for students at risk of non-attendance• linking with local community groups and agencies to maximize program and individual support• providing a staged response – refer to the Staged Response Checklist• providing clear written and verbal statements regularly to parents/carers and students about school and community attendance expectations• promotion of awareness that absence results in quantifiable lost learning time and opportunities – using It's Not Okay To Be Away materials• whole-school modeling of punctuality• clearly documented processes and guidelines in place that all members of staff are aware of• regular discussions on student attendance in staff meetings and in the staff performance and development review process – using reports from CASES21• understanding the causal factors of absence, and the need for targeted interventions• implementation of effective and supportive transition programs, including student transitions between different	<ul style="list-style-type: none">• the provision of consistent school and classroom environments• scaffolding the student's learning program.• involving and supporting the parents/carers,• tutoring/peer tutoring• mentoring and/or counseling• the provision of broader educational programs, for example camps/outdoor education/creative arts• developing collaborative and empowering relationships between teachers, students and parents/carers• forming student support groups to enable a coordinated response to support for individual students and parents/carers• individual student attendance goal setting and data-driven improvement plans• transparent and immediate follow-up of any problems identified by students and parents/carers• formal procedures for supporting the learning of a student absent for an extended period• positive and flexible support and follow-up with students on their return to school, including the use of Return to School Plans and modification of learning outcomes where required• referring of individual students and parents/carers to community agencies for additional support.
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<p>learning areas and levels within the school.</p> <ul style="list-style-type: none">• class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers• Individual Student Learning Plans, including attendance and punctuality goals• provision of out-of-school programs,• structures and activities encouraging parents/carers' involvement in the life of the school• Collaborative and cooperative programs with other schools, community groups and agencies.• recognition of positive attendance.	
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Ongoing Behavior issues

Where students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These may include:

Discussing the behaviour problems and reaching an agreement for future behavior.

Explicit Teaching of appropriate behaviors.

Monitoring and **providing feedback** (Student diary).

Timeout allowing students a "Cooling Off" period.

Withdrawal where a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.

Counseling for individuals in order to modify inappropriate behavior.

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behavior

Suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. A student should only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the Student's behaviour.

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>