



## Student Engagement, Well-Being and Inclusion POLICY

### PHILOSOPHY & MISSION STATEMENT:

At Templestowe Valley Primary School we aim to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse.

The school is committed to supporting and respecting all children in our community - including those with a disability and those from diverse cultural and linguistic backgrounds (including Aboriginal and Torres Strait Islander).

Each student is valued, listened to and supported in their learning. We cater for individual differences in academic endeavour through a differentiated curriculum that recognizes variations in learning styles. All students feel safe, valued, listened to and able to reach their full potential.

### VISION

Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

### VALUES

Templestowe Valley's philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. Our shared values and common language sets out expectations for all stakeholders in our school community.

### GUIDING PRINCIPLES:

Every member of the school community has the right to fully participate in an education environment that is safe supportive and inclusive.

The *Equal Opportunity Act 1995* promotes the equality of people of all races, regardless of their gender, religious or political convictions, their impairments or their age.

The *Charter of Human Rights and Responsibilities Act 2006* outlines a vision of human rights for all Victorians reflecting four basic principles – Freedom, Respect, Equality and Dignity. This charter demands equality for all and also emphasises the value of difference.

To that end –

- 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, 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 *Disability Standard for Education 2005* guide the school's commitment to **Students with Disabilities**

- TVPS is an inclusive school – having 18 full-time and 2 dual-enrolment students in the Program for Students with Disabilities (in 2016). Enrolment of students with a disability is done in close consultation with the school Special Needs Co-ordinator.
- 'Reasonable adjustments' are made to accommodate students with disability in their academic, social and emotional needs.

The adjustment is a measure or action taken with the aim of assisting a student with disability to participate in education on the same basis as other (mainstream) students.

- A 'reasonable adjustment' takes into account the student's learning needs and balances the interests of all parties affected, including those of the student with the disability, staff and other students.
- In determining a 'reasonable adjustment' the school takes into account information about:
  - the nature of the student's disability
  - the support that is needed
  - the classroom setting of the student.
- This information might come from the student, an associate of the student, independent experts, or a combination of these people.
- In gathering information to determine the level of adjustment, the school will ensure that this process maintains the dignity, respect, privacy and confidentiality of the student and their family.
- In our school, teachers are responsible for developing, implementing, monitoring and reviewing the educational program of all children and students, including those with disability. This work is supported by Inclusive Learning Aids (for students with PSD funding) and is aligned closely to our school values of Respect and Acceptance.

#### **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.

##### ➤ **Identifying students in need of extra support**

Our school will utilise the following Information and tools to identify students in need of extra support -

- School Entry Health Questionnaire Survey
- SEA – School Entry Assessment
- Personal information gathered upon enrolment including from preschool
- Behaviour observed by classroom teachers
- Engagement with student families

##### ➤ **Behavioural expectations**

Acceptable behaviour and expectations for students, parents/carers and school staff are detailed in **APPENDIX C**.

##### ➤ **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 by the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix D**)

#### **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 factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- In extreme cases – 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 and will 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 DET *Engagement and Inclusion Guidance* have been met.
- Suspension and expulsion can only be approved by the Principal and our school will follow the process outlined at <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### ➤ **Engaging with families**

The School values parent/carer input into its operations and curriculum 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' 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 this Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- offering Education Evenings/Session (Partners In Education – P.I.E) For example – Level Information Nights, *P.I.E-Literacy and Your Child*
- providing volunteer opportunities for parents/carers to contribute/be involved
- 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 A**. Parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and appropriate behaviour are outlined in our [Code of Conduct Policy](#).

### ➤ **Evaluation**

#### **Data collection and analysis**

Data will be collected regarding frequency and type of wellbeing issue to monitor the effectiveness 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 CASES21 or SOCS

#### **Review of this policy**

This policy will be reviewed annually or when there are changes in regulations or circumstances.

### ➤ **Appendices**

**Appendix A:** Statement of Rights and Responsibilities

**Appendix B:** Student Engagement Strategies

**Appendix C:** Behaviour expectations

**Appendix D:** Staged response to behaviour issues

**Appendix E:** Process for responding to breaches of Behaviour Expectations

This policy is informed by the DET *Student Engagement and Inclusion Guidance* available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

## **APPENDIX A: 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
- ✓ be treated with respect within a school culture that values courtesy, care and respect for the rights of others.
- ✓ enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.
- ✓ learn, teach and visit in an orderly and collaborative environment
- ✓ have respectful communication between students, teachers and parents/carer (*refer to policies – Communication, Grievance Resolution*)

**Teachers also have the RIGHT** 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
- ✓ participate fully in the school's educational program
- ✓ ensure that their behaviour demonstrates 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 behaviour
- ✓ ensure their child's regular attendance
- ✓ support the school in maintaining a safe and respectful learning environment for all students
- ✓ engage in regular and respectful communication with school staff regarding their child's learning.

**Teachers have a RESPONSIBILITY to –**

- ✓ demonstrate the standards set by the Victorian Institute of Teaching to:
  - know how students learn and how to teach them effectively
  - know the content they teach
  - know their students and plan and assess for effective learning
  - create and maintain safe and challenging learning environments
  - use a range of strategies to engage students in effective learning
- ✓ uphold an active, professional and positive presence
- ✓ consistently and fairly implement the agreed Code of Conduct
- ✓ display, model and teach the school values and positive social behaviours
- ✓ acknowledge student efforts and results in both curriculum and behaviour
- ✓ clearly communicate expectations in learning and social settings

**All members of the school community** have an obligation to ensure school property is appropriately used and maintained.

## APPENDIX B: STUDENT ENGAGEMENT STRATEGIES

| Universal strategies  | Targeted strategies   | Individual strategies  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Our school delivers a broad curriculum currently based on AUSVELs. (In 2017 Victorian Curriculum F – 10)</li> <li>• Our teachers adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school develops behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these are taught to all students and shared with their families</li> <li>• Our school regularly acknowledges positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• Students have the opportunity to contribute to and provide feedback on decisions about school operations e.g. Junior School Council.</li> <li>• <b>You Can Do It is the school wide approach for modelling, promoting and embedding our school values of Honesty, Acceptance, Respect &amp; Responsibility</b></li> </ul> | <ul style="list-style-type: none"> <li>• Any students in Out of Home Care will be monitored and supported to PSD Protocols.</li> <li>• Teaching staff will undertake Professional Learning in response to identified (additional) needs of students</li> <li>• The school liaises with outside agencies e.g. ACF, Foundation House, Child First, to work with students who have experienced trauma</li> <li>• Respectful awareness of Indigenous and Torre Strait Islander students will be evident in curriculum planning and delivery – eg. <i>Australian History – Early Settlement</i></li> </ul> | <ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meetings with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establishing a Student Support Group.</li> <li>○ Seeking extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Developing a Behaviour Support Plan and/or Individual Education Plan/ Learning Improvement Plan (<i>which can include Social/Emotional goals &amp; strategies</i>)</li> <li>○ Consideration as to whether any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Referring to internal support services e.g. Student Welfare Coordinator or Student Support Services</li> <li>○ Referring to external support services including ChildFirst, Local Government Youth Services, Community Agencies</li> </ul> </li> </ul> |

**APPENDIX C: SHARED BEHAVIOUR EXPECTATIONS**

|  | <b>Students</b>  | <b>Parents/Carers</b>   | <b>Principals/Teachers/Staff</b>   |
|--|--|---|--|
| <b>Engagement - participation in the classroom and other school activities</b> | <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul> | <ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school about their child’s progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child’s school involvement and progress and communicate respectfully with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul> | <ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and meet its responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>   |
| <b>Attendance</b>  | <p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual in all school activities.</li> <li>• be prepared to participate fully.</li> </ul>   | <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child’s enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• account for all absences and advise the school as soon as possible via note / email / phone call or COMPASS</li> <li>• Support their child’s learning during an absence and work with the school to reintegrate students after prolonged absences</li> </ul>   | <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately at the beginning of the day and after lunch break.</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• identify trends via data analysis</li> <li>• report attendance data in the school’s Annual Report</li> <li>• Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies</li> </ul> |
| <b>Behaviour</b>   | <p>Students are expected to:</p>   | <p>Parents/Carers are expected to :</p>   | <p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviour and emphasises the well-</p>  |

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• model the schools values of Honesty, Acceptance, Respect and Responsibility</li> <li>• honour the School Oath and respect their teacher, parents and fellow students</li> <li>• never physically or verbally abuse others</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• respect the rights of others to learn</li> <li>• respect the property of others</li> <li>• work with their teachers and parents to develop goals to improve their learning</li> </ul> | <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• communicate with the school regarding any circumstances that may impact on the child's well-being, learning and behaviour</li> <li>• work cooperatively with the school to develop and implement strategies to meet individual student needs</li> </ul> | <p>being of every student</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.</p> <p>The school will consistently promote positive behaviour and follow a restorative principle to encourage personal responsibility (refer to Student Code of Conduct)</p> <p>The school recognises that for some students individual support may be needed to develop responsible and positive behaviour</p> |
|--|---|--|---|



## APPENDIX D: 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 Learning Plan (involve parent or carer)   |                |
| <i>Consider if any environmental changes need to be made.</i>  |                |
| Teach replacement behaviours.  |                |
| 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   |                |



|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Students absent from school have the reason for the absence communicated with the school via parent phone call, email, note or via COMAPSS.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>  |   |  |
| <p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must follow the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>  |   |  |
| <p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must not enter staff room, offices unless supervised.</li> <li>• Students must use the appropriate bins</li> <li>• Chewing gum is not allowed at school</li> <li>• Students must return borrowed school material on time.</li> <li>• If a student brings a valuable item to school it must be safely stored e.g. in teacher's desk. The school will not be responsible for loss of valuables.</li> <li>• Students must leave school bags in lockers.</li> <li>• Electronic devices must not be used without permission.</li> <li>• Classrooms must be left neat and tidy.</li> </ul> | <p>Challenge behaviours in light of <b>rights and responsibilities</b> and impose consequence e.g. clean up duties in common room or school grounds.</p> <p>For repeated offences, refer to Assistant Principal</p> | <ul style="list-style-type: none"> <li>• Challenge behaviour in light of the <b>rights and responsibilities</b> and impose consequence e.g. clean up duties in common room or school grounds.</li> <li>• Parent notified. Student required to repair damage.</li> <li>• Parent may be required to meet costs if external service needed.</li> <li>• If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</li> </ul> |

- Graffiti of any kind will not be tolerated