



Elwood Primary School No 3942

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Student Engagement and Inclusion Policy

1. PROFILE STATEMENT

Elwood Primary School (EPS) is an inner bayside School, established in 1916, with most of our students drawn from nearby areas and others travelling from outside the immediate neighborhood. The School is in a quiet, residential area close to other facilities such as public transport, beaches and shopping villages.

The School population reflects the characteristics of the Elwood community with its diversity of backgrounds. The mix of professional and creative occupations, often with very flexible work arrangements, supports and enhances the School's learning and teaching programs. In 2016 the School student and family population shows:

- 2 Koori students
- 3 students supported by programs for students with disabilities
- 5% of students speak English as a second language (ESL)
- No transient students
- A School Family Occupation (SFO) index of 0.2532 which indicates a high socio-economic level.

EPS is strengthened by the value placed on 'community'. Parents and teachers work together in an educational partnership to support each child's learning journey. Parental involvement in the many aspects of School life is highly valued, including the School markets which provide a strong sense of connectedness, and a major source of School fundraising.

Through the Annual Implementation Plan (AIP), the School aims to improve student wellbeing and engagement by investigating and/or implementing programs and activities related to prevention, and early intervention (Refer to point 2 below Whole School Prevention Statement) The 2016 *Attitudes to School* Survey of Year 5 and 6 students indicates considerable improvement in the areas of 'connectedness to peers', 'stimulating learning' and 'student motivation'.

The School population has increased and is now 810 (2017), located in three buildings. There has been significant development of the School's internal and external facilities recently: spacious playgrounds (including a park, half soccer court, cricket pitches and nets, asphalted basketball, volleyball and bat tennis courts, creative play areas and sandpits), a modern library, hall, performing arts centre, an Information Learning Hub and landscaping projects to enhance the yard for students.

EPS specifically focuses on high quality programs with a clear commitment to student achievement in English and Mathematics in conjunction with other Victorian Curriculum areas. A key part of our strategy is a significant amount of professional learning aimed at deepening teacher expertise in teaching and learning. This is highly valued by teachers and was endorsed strongly through the Performance and Development Culture accreditation process in 2016.

The staffing profile at Elwood Primary School is: Principal, 2 Assistant Principals, 4 Leading Teachers, 2 Teaching and Learning Coaches, an even mix of Expert, Accomplished, and Graduate teachers and 10 ES staff.

2. WHOLE SCHOOL PREVENTION STATEMENT

Preventative School Culture

Elwood Primary School's programs reflect its priority focus on the wellbeing of students, and are designed to assist in developing skills for life-long learning. The development of positive self esteem leading to a sense of self worth is crucial to student wellbeing.

The values which form the basis of the School's actions are: empathy, energy, respect, integrity and responsibility. They include the You Can Do It Foundations of organisation, persistence, getting along and confidence, all of which promote resilience in students.

Curriculum programs and teaching strategies are implemented to foster student self esteem and self worth through the development of

- supportive relationships within the school context
- conveying of positive expectations
- opportunities for meaningful participation

Programs are based on the belief that students have the ability and the right to learn and ensure that the environment is friendly, calm and orderly, safe and responsive to the community's diversity. We celebrate success in all areas of student achievement.

Structures within the School, such as Junior School Council, Level meetings and student reviews, regularly discuss and respond to students' social, emotional and cognitive needs.

Student voice is encouraged through participation in the Student Council, formulation of classroom expectations and rules, as well as various student forums. The School continues to build on the opportunities for our students to take on meaningful responsibilities both within the School, eg. Buddy program and school leadership roles; and the broader community, such as activities with Elwood College, other neighboring Primary Schools and through the City of Port Phillip.

Student well being also results from supportive family, school and community environments that promote resilience; the ability to bounce back. Family relationships are seen as crucial to student well being.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning and teaching teams, the student wellbeing team and professional learnings that promote innovative pedagogy.

Prevention programs

- **Attendance:** The School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The School closely monitors attendance and lateness of students and this data is recorded daily and followed up by the Student Welfare Team.
- **Restorative Practices and Positive Behaviour Support:** The School offers various programs to support positive behaviour and engagement, respect and responsibility and to build pride in each individual student. These include the You Can Do It program, Restorative Practices, Circle Time, Individual Learning and Behaviour Plans, class reviews and targeted social skill classes. Student welfare is an agenda item at all level meetings.
- **Intensive literacy and numeracy:** The School has designated literacy and numeracy co-ordinators who organise staff professional development which includes demonstrating targeted learning sessions for students. The School also has an intervention program at the Grade 1 level in reading.
- **Inclusion, Wellbeing and Transitions:** A number of transition programs operate at Elwood Primary School including kindergarten visits, the Ready Set Go program for Prep transition, a middle years transition program (level 3 to 4), Grade 6/Prep buddy program, and Grade 6 to secondary school transition program. The camp program supports student wellbeing, attendance, engagement and learning.
- **Professional Learning:** Teacher Professional Learning is given high priority at Elwood Primary School to ensure the strategies and approaches adopted are implemented with consistency. The literacy and numeracy improvement processes are led by respective co-ordinators through teacher mentor and classroom coaching programs. Opportunities exist for collegiate classroom visits to observe different strategies and approaches used. There are also professional development sessions on student wellbeing practices including Circle Time and Restorative Practices.

HOW THE SCHOOL SUPPORTS POSITIVE BEHAVIOUR AND RELATIONSHIPS

Elwood Primary School encourages and provides Equity, Diversity and Inclusivity, actively involving parents in the learning and behavior of each student. It seeks to foster this cooperative approach with parents through reports, parent-teacher interviews, phone calls, emails, meetings and the use of diaries and communication books.

In encouraging and building this cooperative approach it is acknowledged that there will be behaviours and events that occur that compromise this ideal. When this occurs the School uses a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in these processes through an informal Student Support Group. The following restorative approach is used.

- **A Restorative Question Approach:**
- **Offender/s have admitted involvement.**
- **Could involve two people or a small group of students.**

Restorative Script

To all

- We are here to sort out the incident over
- Only one person talks at a time.
- Everyone will get an opportunity to speak.

To the person who has done the harm

- Can you tell me what happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- How have they been affected?
- Has anyone else been affected? How?
- Is what happened fair? (Could be asked several times during this part of the conversation).

To the person who has been harmed

- What was your reaction at the time of the incident?
- How did you feel about what happened?
- What did you think at the time?
- What have you thought about since then?
- How have you been affected?
- What has been the hardest thing for you?

To Both

The person who did the harm first

- What do you think you need to do to make things right? or
What would you like to see happen to repair the harm?
- Is that fair?
- Is that realistic and achievable?

Could formally record an agreement.

To Both

- Restate the agreement.
- Is there anything else you would like to say?
- Is that the end of the matter?
- Congratulate them for working out the issue.

As a follow-up, arrange a time to meet again to see how things are going.

- **A Staged Response:**

This approach is conducted in an informal way for minor incidents and is embedded in classroom teaching and learning.

Serious incidents require a more formal restorative session that involves an Assistant Principal and/or Principal; all persons affected in the incident are involved and the incident recorded.

There are situations where a formal conference involving the aforementioned people, parents, support persons and a convenor is required. Any imposed consequences are imbedded in the restorative process and require a response 'that makes things right' in relation to those that have been affected.

Where a restorative approach has previously been conducted and subsequently the behaviour continues, the School constitutes an informal 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.

1. RIGHTS AND RESPONSIBILITIES

In consultation with the whole School community we have developed a student code of conduct to:

- encourage positive relationships between:
 - students : students
 - students : teachers
 - students : other members of the community
- promote student safety
- promote care of property

The rights and responsibilities of students and teachers are clearly documented in the Student Code of Conduct. The application of rights, responsibilities and rules is appropriate to the age of the students with a Junior School and Senior School version available.

The School community needs to consider its legal responsibilities under relevant legislation including:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006

Email and Internet are educationally powerful forms of communication and learning, and should be used as such. Any forms of bullying via electronic communication are not tolerated and incidents are recorded and appropriate action taken where necessary. The school ICT policy (No 16) clearly sets out the expectations of students via the Student Codes of Conduct. All students are also required to abide by Policy No 30 Internet Usage and the DET Acceptable Use Policy. All students are reminded of these expectations throughout the year.

2. SHARED EXPECTATIONS

Elwood Primary School has developed shared expectations through community consultation to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out expectations and appropriate behaviours for the School community. The School's shared expectations are intended to support individual students and families who come to its community from a diverse array of backgrounds, communities and experiences.

The Education and Training Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school and school discipline policies must include a statement that reflects this requirement.

The following 5 values are fundamental at Elwood Primary School:

Empathy, Energy, Respect, Integrity and Responsibility.

Empathy includes <ul style="list-style-type: none">- understanding, inclusion, acceptance- courage- care and compassion	Energy includes <ul style="list-style-type: none">- innovation and creativity- doing your best- passion and enthusiasm- persistence	Respect includes <ul style="list-style-type: none">- a fair go- dealing with diversity- environmental awareness
Integrity includes <ul style="list-style-type: none">- honesty & trustworthiness- courage- a fair go- equity	Responsibility includes <ul style="list-style-type: none">- doing your best- getting along- persistence- increasing independence	

Expectations required of Staff

The *School Leadership* team will:

- ensure all children have equal access to an education
- ensure the School complies with its duty of care to each student as well as its obligations under the equal opportunity and human rights legislation.
- collaborate with the Elwood Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.
- collaborate to identify the diversity of the School community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

The *teachers* will:

- develop flexible teaching styles to engage different learners
- deliver curriculum and assessment that challenges and extends student learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide a safe and caring School environment which supports learning, personal growth and positive self-esteem.

Attendance

In compliance with departmental procedure staff will:

- promote regular attendance with all members of the School community
- monitor and follow up absences

Behaviour

The *School Leadership* team will:

- lead by example by modelling appropriate behaviour
- lead and promote preventative approaches to behavioural issues incorporating student wellbeing as an integral part of School business
- monitor behaviour issues and the effectiveness of implemented strategies
- provide professional development opportunities to staff to build their capacity to promote positive behaviours

The *teachers* will:

- lead by example by modelling appropriate behaviour
- use the Student Engagement Policy as a basis for negotiating class expectations and rules with students
- teach students social skills and resilience through curriculum and classroom activities
- use behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- share strategies and support one other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary.

Expectations required of Students

All students are expected to:

- ✓ have high expectations for their own learning
- ✓ uphold the values of the School and comply with the Code of Conduct
- ✓ respect differing views and understand the rights of others to hold points of view differing from their own beliefs and value systems.

Attendance:

All students are expected to attend School every day that the School is open to students. If students cannot attend, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour:

All students are expected to:

- ✓ support each other's learning by behaving in a way that is conducive to an energetic and respectful learning environment
- ✓ be motivated to learn and be engaged in the learning process
- ✓ demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a safe, inclusive and happy environment
- ✓ understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable

- ✓ be familiar with, sign and return the Code of Conduct booklet at the beginning of each year

Expectations required of Parents/Carers

All *parents/carers* are expected to:

- actively participate in supporting their child’s learning by building a positive relationship with the School and teachers through attendance at parent-teacher meetings, student activities, School celebrations, student support groups, community events and respond to communications including student diaries and notices in a timely manner
- work in an educational partnership with School staff committed to the academic growth and wellbeing of their child
- support their child’s learning by being actively involved in the homework activities set by the School
- contribute to / volunteer for key activities

Attendance:

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend School regularly, on time, and that, when a child under their responsibility is absent from School, to advise the School as soon as possible.

Behaviour:

Parents/carers should understand the School’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning and engagement.

3. SCHOOL ACTIONS AND AGREED CONSEQUENCES (refer to table below)

School Policy No. 3 *Student Codes of Conduct* and all actions and consequences are developed through a consultation process with the school community, including students over a 3 year cycle or as needed. Appropriate behavior, rights and responsibilities as well as school rules are outlined in these Student Codes of Conduct (Junior and Senior)

Elwood Primary acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. Teachers will ensure that consequences for inappropriate behaviour are applied fairly and consistently. Using restorative practices, rather than a punitive approach, students are encouraged to accept responsibility for their actions and suggest alternatives to ensure this does not happen again.

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> - notes of praise in diary to parents - certificates - celebration assemblies - accruing points towards individual and class rewards - oral positive feedback 	<p>Inappropriate behaviour will dealt with by:</p> <ul style="list-style-type: none"> - talking to student, using an assertive discipline process (1st warning, time out, yellow note) - discussion around appropriate behaviour in the classroom and referring to shared expectations - recording of names in diaries or yard duty folder - implementation of restorative practices - time out from the yard - temporary withdrawal of student from class

<ul style="list-style-type: none"> - written feedback via reports - the right to represent the School on special occasions 	<ul style="list-style-type: none"> - communication with parents - exclusion from a preferred activity - Student Support Group meetings - counselling - negotiate alternative pathway or setting for student - as a last resort, suspension
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Ongoing Behaviour Issues

Where a student exhibits ongoing inappropriate behaviour patterns, a staged strategic response will be used. This may include:

- Individual Behaviour Plans discussing the behaviour problems and reading an agreement for future behaviour
- Explicit teaching of appropriate behaviours
- Monitoring and providing feedback
- Time Out; allowing students a 'cooling off' period
- Withdrawal; 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
- Counselling for individuals in order to modify inappropriate behaviour
- Discipline/Student Support Group Meeting involving parents/carers and/or relevant DET support staff. Outside agencies will assist with modifying behaviour where necessary
- Suspension and Expulsion; for serious disciplinary measures, Elwood Primary School follows DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184

Expulsion:

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behavior management have been exhausted and the school can demonstrate evidence that this has occurred. The students' behavior must also be of such magnitude that expulsion is the only available mechanism.

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

Parent/Carers

Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation with the School, including regular, constructive communication with School staff regarding their child's learning and wellbeing, will actively support their child's engagement in the School environment. Parents/carers are also expected to support the School in maintaining a safe and respectful learning environment for all students.

IMPLEMENTATION

1. All staff have responsibility for student wellbeing and need to be proactive in promoting school values and procedures. The role of staff, and student support procedures are discussed at the beginning of each year and reviewed when necessary.
2. Both Assistant Principals have major roles in and responsibility for student support. Other staff may be assigned by the Principal to support this role. These staff members are supported via a budget

and time release each week.

3. Curriculum programs at each Level incorporate social skills, self esteem, problem solving, resilience and behaviour management.
4. Staff attend Professional Development to support student well being and incorporate appropriate teaching strategies.
5. Opportunities are regularly provided to celebrate student success

6. The school communicates its support processes in relation to student well being to the school community via information sessions, the newsletter and the web site.

RESOURCES

Safety Practices Manual for staff

Procedures Manual for staff

Regional Support Team

Relevant State and Federal legislation

EPS School Policies No 16 ICT and 30 Internet Usage

DET Acceptable Use Policy

DET Engaging Schools are Effective Schools DET

Student Engagement Policy Guidelines 2009

Ministerial Order No 184

Outside Agencies

Curriculum Programs – eg You Can Do It

DET Expulsion Policy 2017

DET Disciplinary Measures 2017

The Education Training and Reform Act 2006

POLICY HISTORY

Version Approval Date:	Summary of changes:	Next Review:
April 2017	Reviewed and made changes	3 years or when needed