



STUDENT ENGAGEMENT AND INCLUSION POLICY

Purpose

Whole School Prevention Statement

Abbotsford Primary School is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The school values are Respect, High Expectations, Inclusiveness and Success. These values are supported by the student developed behavior management process that includes the values and behaviors. The behavior management process influences the implementation of all programs and procedures that are designed to develop a culture that does not tolerate bullying and/or harassing behaviour, while providing an effective framework within which to restore positive relationships.

Abbotsford Primary School has a zero tolerance approach to child abuse. This covers all who work here and have contact with the students at our school. Any abuse towards any child will be reported immediately to the appropriate authorities and dealt with accordingly.

Classroom management and preventive school discipline is integrated and we work together with effective curriculum instruction in a positive and safe school climate to maximize success for all students. A clear structure of positive reinforcements which includes rewards is essential in complementing and encouraging appropriate behaviour and preventing the encouragement of inappropriate behaviour.

All prevention and intervention engagement and wellbeing programs are developed in response to student needs that have been determined by up-to-date research, as well as quantitative and qualitative analyses of school data. Data is used to evaluate and refine current programs. We recognise the importance of interagency collaboration in supporting and improving students' learning outcomes and wellbeing.

Rights and Responsibilities

The school values cooperation and teamwork amongst all the school community. Abbotsford Primary School is committed to all members of the school community working together to provide a safe, caring and stimulating learning environment. The Abbotsford Primary School values are:

Respect

Respecting self and others, school and community property. This includes listening with an open mind and valuing the ideas of others.

High Expectations

Striving for excellence, developing challenging goals and maintaining a positive and curious mind, while seeking out new knowledge and ideas.

Inclusiveness

Learning with each other and being willing to share ideas, resources and skills with each other. This includes contributing positively to class, group, and outside activities.

Success

Attaining goals and celebrating achievements of self and others.

All members of the school community are expected to model appropriate behaviours as set out by the school values and behaviours. We believe that the importance of positive personal relationships is one of the key underpinning values of the Abbotsford Primary School community.

All students have the right to:

- Be treated fairly and respectfully by all members of the school community;
- Be safe and secure;
- Stimulating teaching and learning;
- Learn in the classroom without interruption;
- A clean, ordered and safe learning environment;
- Equitable access to school programs regardless of gender and cultural background;
- Express their views appropriately through the appropriate channels (e.g. House Leaders, School Council);
- Receive ongoing communications, effective feedback about both classwork and behavior, along with assessments and reports about their progress.

All students have the responsibility to:

- Come to school in correct uniform;
- Bring equipment ready and prepared to learn;
- Remain at school in class for the whole day;
- Participate in school programs that are offered appropriate to their year level;
- Respect the right of others to learn and be willing to take on all learning opportunities;
- Communicate clearly and honestly to an appropriate staff member any issues of concern they have about their learning;
- Care for their own property/equipment and respect the property/equipment of other students and of the school;
- Respect the individuality of others, regardless of gender, religious and cultural background;
- Use digital technology and electronic communication in a safe and respectful manner;
- Respect their personal health and emotional wellbeing (and that of others).

4. Shared responsibility

At Abbotsford Primary School, all staff have a shared responsibility for the development and provision of appropriate, relevant and challenging curriculum and co-curricular programs that give students the opportunity to experience success in their learning and future pathway.

4.1. Staff Expectations:

- To ensure a safe learning environment;

Commit and adhere to the school values and behaviours;

- Use inclusive teaching practices – that provide for individual difference;
- To ensure each student experiences success at school;
- To have a belief that all students can learn and provide them with engaging curriculum;
- • To monitor and follow up student attendance;
- To facilitate the development of student individual strengths and interests;
- To provide opportunities for students to explore pathway directions (e.g. transition);
- To foster and support the wellbeing of students;
- To seek guidance and/or know when to refer students to appropriate school personnel;
- To provide all students with effective feedback, positive reinforcement and rewards.

4.2. Student Expectations:

- To work in an educational environment that is safe, supportive and inclusive, where they are able to develop their talents, interests and ambitions;
- To participate fully in the school's educational program and to attend regularly;
- To display positive behaviours that will demonstrate respect for themselves, their peers, their teachers and all other members of the school community;
- To take responsibility for their own learning and participation as members of the whole school community;
- To actively contribute to creating a positive learning environment.

4.3. Parents/Carers Expectations:

- To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged;
- To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours;
- To ensure their child's regular attendance;
- To engage in regular and constructive communication with school staff regarding their child's learning;
- To support the school in maintaining a safe and respectful learning environment for all students.

5. School Actions and Consequences

5.1. Student engagement, regular attendance and positive behaviours will be supported through a relationship based on School Wide Positive Incentive approach and classroom practices, including:

- providing safe physical environments that foster positive behaviours and effective engagement with their learning.
- establishing predictable, and fair classrooms and school environments;
- providing personalised learning programs where appropriate for individual students;
- consistently acknowledging all students and their cultural diversity;
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making;

5.2. Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- ensuring a clear understanding of expectations by students, parents/carers and teachers;
- providing consistent school and classroom environments;
- involving and supporting the parents/carers;
- mentoring and/or counselling;
- developing individualised flexible learning, behaviour or attendance plans;
- linking students and families with community support and health agencies.

5.3. A student may 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.

The Staged Interventions which may be used prior to suspension include:

- A range of positive behaviour interventions;
- Learning plans, Behaviour Support plans and Return to School plans;
- Parent/carer contact – telephone conversations and meetings;
- Temporary classroom exchange/Time-out/Withdrawal/In-school suspension from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. That student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals;
- Referral to Sub-School leaders, Primary Welfare Officer, Leadership Team or the Principal;
- Referral to school based positive behaviours and wellbeing prevention and intervention programs (e.g. Social Skills group, counselling);
- Use of the Student Management Tool to monitor and track students at risk, with the aim of providing appropriate early intervention;
- Convening of a Student Support Group (SSG) and SSG meeting (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

5.4. Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the Department of Education and Training guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. **Corporal punishment is an unacceptable consequence for inappropriate behaviour.**

Related Policies:

Abbotsford Primary School Bullying and Harassment Policy, 2016

Abbotsford Primary School Supervision and Duty of Care Policy, 2016.

Appendices:

Appendix A - Behaviour in the Classroom

Appendix B - Process for Behaviour in the Yard

Evaluation

This policy was ratified by School Council in September 2016.

This policy will be reviewed as part of the school's four-year review cycle.

Appendix A

The nature of children's misbehaviour in the classroom can be very complex. As a professional responsible for the learning and growing of young children, it is your responsibility to continually improve our knowledge of children's behavioural issues.

The school has a clear set of procedures for managing student discipline and wellbeing.

The basic principles that guide our management of student misbehaviour are:

- Teachers shall exercise a high level of professional responsibility in managing student misbehaviour
- Children need to be treated fairly and with respect
- Discipline issues are a curriculum issue
- Students need to be returned to normal activities as quickly as possible

At no time are children to be required to sit in corridors as a disciplinary measure.

Staff are required to manage discipline issues as follows:
use the 'Step' approach within the classroom

Step 1 - Verbal Warning (Green Card)

Step 2 - Second Warning (Yellow Card)

Step 3 - Isolation in the classroom (Orange Card)

Step 4 - Student is moved to pre-arrange removal grade. Parents may be notified (Red Card)

Step 4a - Student who regularly reach Step 4 will have a Student Support Group Meeting (SSG) organised.

Step 5 - Student removed to Administration and sent home for the day. The classroom teacher is to organise an SSG for the student.

Appendix B

At Abbotsford Primary School, we agree that poor behaviours and choices are to be handled in a proactive way. When we observe students making minor poor choices or becoming agitated/upset, we intervene and attempt to calm the situation. When an incident is occurring/has occurred, staff members are to find out as much information about the incident as possible before undertaking the following processes. If unsure, staff members should seek advice from each other before proceeding with these approaches. Any incidents/issues are to be documented on Sentral, so that we have a consistent record of events and can track individual students' involvement.

	Minor Issue	Major Issue	Extreme Issue
Behaviour	Playing in the toilets, arguments during games, annoying other students, undertaking minor unsafe activities (rough play, play fighting, and throwing sand/bark).	Physical fighting, swearing in a heated argument, chasing after students aggressively, threats of violence.	Premeditated attack (verbal or physical), unprovoked attack (verbal or physical).
Process	Discuss the unacceptable behaviours with the affected students. Reiterate our school values and expectations. A firm verbal warning should suffice. If the behaviour is repeated, or another minor incident occurs, the student(s) in question are to walk with the Yard Duty staff, miss out on play and collect rubbish/clean yard (tongs and dustpan and brushes are available in staff room). If it is a conflict in a game, those students are to be removed from the game and/or offending equipment confiscated. Record basic details in Sentral.	Send for support from other staff members if required. Offending students are to be separated from each other. The staff member handling the incident is to inform the Principal / Assistant Principal/Welfare Coordinator. They will schedule times for yard removal as a consequence. Juniors for approx. 5 minutes, Middles for approx. 10 minutes and Seniors for approx. 15 minutes. Principal/ Assistant Principal to supervise this time or organise for supervision. Students are to be removed from the yard at separate times if involved in the same incident. Record students and details on Sentral.	Send for support from other staff members. Student is to be removed from the yard and the Principal / Assistant Principal is to supervise the student until a family member can collect them from school. Principal / Assistant Principal/Welfare Coordinator to determine length of suspension based on the severity of the situation, student history and previous precedents set. Suspension forms located on U Drive are to be completed before student leaves with parents.(Completed by the Principal) Record students and details on Sentral.
Follow Up	Inform yard duty staff who are outside during that break time. Inform classroom teacher of incident. Refer to notebook and if consistently repeated incidents with the same child/ren then record on Sentral.	Classroom teacher is to be informed by the staff member handling the situation. The classroom teacher is to organise contact with the parents of the students involved prior to dismissal time.	As for Major Issue. In addition the student and their parent(s) are to have a formal meeting prior to the student returning to class (generally the morning after their suspension period).