	Carlton Gardens Primary School **Student Engagement and Inclusion Policy**	**Authorisation** June 2018 Review 2021

Carlton Gardens Primary is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Purpose:

The purpose of this policy is to ensure that all students and members of our school community understand:

   (a) our commitment to providing a safe and supportive learning environment for students
   (b) expectations for positive student behaviour
   (c) support available to students and families
   (d) our school's policies and procedures for responding to inappropriate student behaviour.

Aim:
- Engage all students in learning.
- Meet the developmental needs of all students.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- Foster a positive school culture based on healthy relationships between all members of the school community.
- Provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
- Foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.
- Have each student attend school every day, except in cases of illness or other exceptional circumstances.
- Provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
- Provide support for students who are adversely affected by the inappropriate behaviour of other students.

- The school will support families to engage in their child's learning and build their capacity as active learners.
- Embed positive behaviour management approaches that stress prevention, support and the avoidance of confrontation and focus more on the development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

Implementation:
Strategies to promote positive student engagement:
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.
- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Carlton Gardens Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Carlton Gardens Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior Representative Council and other forums including class meetings. Students are also encouraged to speak to their teachers whenever they have any questions or concerns.

Strategies to promote positive student inclusion and attendance:
- Uphold the right of every child to receive an education.
- Monitor and follow up on absences in compliance with Department of Education & Training (DET) procedures.
- Intervene early, where possible, to identify and respond to student needs for social, emotional, and learning support.
- Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DET initiatives.
- Provide all staff, including pre-service and casual relief teachers and volunteers with information, professional learning and support regarding student wellbeing issues.
- Provide opportunities for students to participate in developing a positive school culture (E.g. student led celebration of learning assemblies, student leadership, buddy programs).

- Provide opportunities for families and the wider community to participate in school activities (e.g. School Council and sub-committees meetings, classroom volunteers).
- Deliver teaching and learning experiences and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
- Use evidence - based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
- Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
- Communicate concerns about student wellbeing to parents/carers in a timely manner.

Communicate the school's expectations and support parents/carers to:
- Ensure that children attend school as required by law.
- Advise the school as soon as possible when a child is late or absent.
- Ensure that student enrolment details are correct.
- Attend parent-teacher interviews.
- Read and respond to school communications in a timely manner.
- Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).

Strategies to promote positive student behaviour:
- build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- develop an Individual Learning Plan and/or a Behaviour Support Plan
- consider if any environmental changes need to be made, for example changing the classroom set up
- refer the student to: school-based wellbeing supports or Student Support Services, appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- run regular Student Support Group meetings for all students: with a disability, in Out of Home Care and with other complex needs that require ongoing support and monitoring
- communicate high expectations (regarding student behaviour) with students and their families
- use the Student Engagement and Inclusion Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and develop a classroom Essential Agreement and revisit this regularly throughout the year
- through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills) promote a team approach to behaviour management
- monitor student behaviour and the effectiveness of implemented strategies
- Work with parents/carers to promote understanding about how they can support positive student behaviours

Behavioural expectations
Student behaviour, bullying behaviour will be responded to consistently with Carlton Gardens Primary School's Bullying policy.
When a student acts in breach of the behaviour standards of our school community, Carlton Gardens Primary School will respond consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.
Disciplinary measures may be used as part of a response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to

the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.
Disciplinary measures that may be applied include:
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student to another classroom for timeout or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the team leader
- detentions
- behaviour ILP's
- suspension (in-school and out of school)
- expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Engaging with families

The School values parent / carer input and feedback offerings and seeks feedback through the through other feedback forums such as parent representatives on School Council.

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 the learning.

The school will create successful partnerships with parents/carers and families by:
- Ensuring all parents/carers are aware of the school's Student Engagement & Inclusion Policy. Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families in Student Support Groups

Parents are responsible for supporting their child's attendance and engagement. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

We will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:
- student survey data
- incidents data
- school reports
- parent survey
- attendance data
- case management
- CASES21
- SOCS

Additional Support for Students

Our school utilises a range of information and tools to identify students in need of extra support. These can include the following:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with students' families
- Referral to the school Psychologist, Speech Pathologist and other paraprofessionals where needed.

Evaluation

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