



RIVER GUM PRIMARY SCHOOL

STUDENT ENGAGEMENT AND INCLUSION POLICY

School Profile

River Gum Primary School is a large school with a population around 520 in Hampton Park, a suburb in the south-east of Melbourne. We have a staff base of approximately 60 which includes a member of executive team leading well-being and a social worker.

Our school is culturally diverse with 90% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Cambodian, Dari and Khmer. River Gum also has representation from the Koorie community.

Approximately 85% of the school community receive the Camps Sports and Excursions Fund (CSEF).

School Values, philosophy and vision

At River Gum Primary School, Our Student Engagement and Inclusion Policy will provide a safe, non-threatening learning environment which will optimise learning and feelings of connectedness to school. We will offer support to students to enhance the development of positive relationships between students, teachers and the wider school community to allow students to reach their full potential academically, socially and emotionally.

The schools culture of 'Together we Can' is evident in that"

- we value and respect the individuality of each child and their different learning styles;
- teachers design engaging developmentally appropriate learning activities;
- we structure student groups in ways that support both academic and social development of children;
- we have an inclusive school philosophy. Students with special needs have access to all our programs with any necessary modifications made to the program to ensure every student has the right to participate;
- teachers are persistently seeking to improve their professional knowledge; and,
- we implement a positive and effect approach to student engagement.

Our philosophy:

Together we can for every child, every day, in every classroom.

Our vision:

At River Gum our students own their own learning and our teachers use their pedagogical knowledge to personalise learning. We value community relationships and reflection. Our community builds the foundations of River Gum Primary School.

Our values:



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Community, Relationships and Reflection.

River Gum is also committed to preventing and addressing bullying, including cyberbullying. Please see our *Bullying and Harassment Policy, 2014*.

A statement about the rights and responsibilities of all students, school staff and parents and care givers is included in **Appendix 1**. Further information about our expectations of all members of our school community refer to our *Community Code of Conduct, Appendix B*.

Guiding Principles

- River Gum will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- River Gum is committed to Child Safety. Ensuring safety of children is everybody's responsibility and everybody's business. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- River Gum'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.
- River Gum will promote active student participation and provide students with a sense of ownership of their environment.
- River Gum will support families to engage in their child's learning and build their capacity as active learners.
- River Gum promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- River Gum will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- River Gum will have processes in place to identify and respond to individual students who require additional assistance and support.
- River Gum will build strong links with the local community to gain access to an extended network of community members, 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.

Engagement Strategies

To realise our vision, River Gum 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



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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.

River Gum works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 3**.

Identifying students in need of extra support

River Gum will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

Behavioural Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in *Appendix 4*.

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 in Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance refer to *River Gum Primary School Behaviour Management Policy and Procedures 2014*

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 range of 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



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- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Withdrawal from yard during recess and lunch
- 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.

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 Ministerial Order 625

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>

- Please refer to *River Gum Primary School Behaviour Management Policy and Procedures 2014*.

Engaging with families

River Gum values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

River Gum will support families to engage in their child's learning and build their capacity as active learners. River Gum provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

River Gum will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities



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- 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
- offering a Playgroup program that caters for diverse learning needs of our community
- supporting the Women's Friendship Café to encourage involvement in the community

Parents responsibilities for supporting their child's attendance and engagement are outlined Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Community Code of Conduct. (*Appendix 2*)

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise 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 software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Community Code of Conduct

Appendix 3: Student Engagement Strategies

Appendix 4: Shared Behaviour Expectations

- *River Gum Primary School Bullying and Harassment Policy,2014.*
- *River Gum Primary School Behaviour Management Policy and Procedures 2014.*
- ***River Gum Primary School Staff Manual 2014 document***
- ***River Gum Primary School Roles and Responsibilities 2014 document***



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- ***River Gum Primary School School Policy 2014 document***

This policy works in conjunction with our Child Safe Policy 2016, Code of Conduct Policy 2106.

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

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

Appendix 1

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. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our *Bullying & Harassment Policy 2014*).

Teachers also have the rights 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, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate 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 behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

At River Gum Primary School we stand by these values and ensure this by the guidelines as outlined below:

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<i>Rights</i>	
The students at River Gum Primary have the right to :	<ol style="list-style-type: none"> 1. be able to learn in a supportive and inclusive environment. 2. be engaged in stimulating learning 3. develop skills and knowledge necessary to expand their learning 4. to be treated with respect and dignity at all times by staff, peers and community 5. express freedom of thought and self- expression 6. feel valued and supported in an inclusive environment free from all forms of bullying including cyberbullying.
The staff at River Gum Primary have the right to :	<ol style="list-style-type: none"> 1. expect to work in a safe environment in line with the Education OH&S Act 2. support and respect from students, their colleagues and the parent community 3. be able to express themselves free from ridicule and putdowns 4. work in an environment free from harassment, abuse and racial vilification 5. participate in ongoing professional development inline with the AIP school goals to further and improve their skills 6. use initiative and discretion in their classrooms keeping in mind in the whole school pedagogy and direction.
The Parents and Caregivers at River Gum Primary have the right to:	<ol style="list-style-type: none"> 1. know that their children are learning in a safe and secure environment supported by strong and effective policies 2. expect empathy and understanding from staff 3. professionalism and confidentiality at all times regardless of their situation 4. expect communication with the teaching staff, both positive as well as if there is a need for concern 5. know that staff are approachable and open to their concerns 6. express their opinions through the correct representative forum, being School Council



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The rights and responsibilities of students, staff, parent and caregivers are further outlined in the following school documents:

- ***River Gum Primary School Staff Manual 2014*** document
- ***River Gum Primary School Roles and Responsibilities 2014*** document
- ***River Gum Primary School School Policy 2014*** document.

Date Implemented	6/9/2016
Author	Rebecca Lanagan
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	6/9/16
Responsible for Review	Executive Team
Review Date	As required

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Appendix 2

At River Gum Primary School students own their own learning and our teachers use their pedagogical knowledge to personalise learning. We value community, relationships and reflection.



COMMUNITY CODE OF CONDUCT

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES



River Gum Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Code of Conduct sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Code of Conduct acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.





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AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE VALUES OF THIS CODE OF CONDUCT

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the values of this Code of Conduct include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

I agree to meet the expectations of parents stated in the Code of Conduct and acknowledge the possible consequences of failing to uphold the values of the Code of Conduct.

..... Signature Parent (or relevant person)
..... Print name
..... Date

..... Signature Parent (or relevant person)
..... Print name
..... Date

I on behalf of all teaching and non-teaching staff agree to take all reasonable steps to ensure the safety, security, health and wellbeing of all students, staff, parents and visitors to the school and that I meet the expectations stated in the Code of Conduct.

..... Signature Principal
..... Print name
..... Date

I agree to meet the expectations of students stated in the Code of Conduct and acknowledge the possible consequences of failing to uphold the values of the Code of Conduct.

..... Signature Student
..... Print name
..... Date



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Student Engagement Strategies

Appendix 3

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a curriculum in line with AusVELS based on our whole school pedagogy and direction. • • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program, KidsMatter is our preferred whole school approach. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations through Student Voice. 	<ul style="list-style-type: none"> • All staff will follow our whole school Literacy and Numeracy Framework. • • Our assessment schedule outlines the requirements for each year level. Collaborative Teaching Teams analyse and discuss teaching strategies based on the data on a regular basis. • Our students follow the Behaviour Management Plan Framework including Steps in the classroom and withdrawal from the yard. • Our Community Code of Conduct is available on our website. • • Classroom teachers use positive reward systems in their individual classrooms on a regular basis. • • Classroom teachers will implement Circle Time as advised by the KidsMatter Framework to encourage social and emotional learning. • Welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • To promote leadership skills and participation in school decisions an election is held at the end of 	<ul style="list-style-type: none"> • Students have personal learning goals based on Café and The Big Ideas in Number. • Meet with student and their parent/carer to talk about how best to help the student engage with school in order to form a Student Support Group. • All students performing above or below their expected level are on Individual Learning Plans. • Students are referred on a needs basis to relevant health care professionals who may assist in supporting the student's learning. • Seek extra resources under the Program for Students with Disabilities for eligible students. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Behaviour Support Plans are put in place for students whose behaviours are affecting their learning. • Parents are referred to Community Code of Conduct on a needs basis. Parents are encouraged to discuss any behaviours relating to the Community Code of Conduct with relevant staff. • Awards students can receive are 100% attendance for each term and year, classroom learning, Caught Being Kind and Special Scholarships for graduating students.



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	<p>each year to elect our school captains. School leaders are also elected with clearly defined areas of responsibility.</p> <ul style="list-style-type: none">• All students in Out of Home Care will be placed on an Individual Learning Plan and regular meetings will be held with relevant agencies.•	<ul style="list-style-type: none">• Refer to internal support services eg. Student Welfare Teacher or a Psychologist provided by Medicare Local.• Students with leadership responsibilities are expected to attend regular meetings and participate in community and school wide events.• Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies, SECASA, Medicare Local and DHS.
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Shared Behaviour Expectations

Appendix 4

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular



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	<ul style="list-style-type: none"> bring a note from their parents/carers explaining an absence/lateness 	<p>when a child is absent</p> <ul style="list-style-type: none"> account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>attendance</p> <ul style="list-style-type: none"> mark rolls accurately at the beginning of the day and after lunch follow up on any unexplained absences promptly and consistently Identify trends via data analysis Report attendance data in the school's Annual Report Support students whose attendance is problematic by developing 'Attendance' plans and working with families to implement individual strategies
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> model the schools core values of Community, Relationships and Reflection always treat others with respect. never physically or verbally abuse others. take responsibility for their behaviour and its impact on others obey all reasonable requests of staff. respect the rights of others to learn. No student has the right to impact on the learning of others. 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> have high expectations of their child's behaviour and an understanding of the schools behavioural expectations Communicate with the school regarding their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</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 and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its <i>Behaviour Management Policy and Procedures</i> through a shared collegiate</p>

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	<ul style="list-style-type: none">• respect the property of others.• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes		<p>understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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