

Student Engagement and Inclusion Policy

Date approved by School Council	<i>6th December 2016</i>
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1 SEAFORD PARK PRIMARY SCHOOL PROFILE STATEMENT

Seaford Park Primary School is a ‘hidden treasure’ small school choice located in Seaford, in a green wedge between Frankston Dandenong Road and the Mornington Peninsula Freeway. Seaford Park Primary School is a community of learning where great emphasis is placed on building positive relationships amongst students, between teachers and students and with parents and caregivers of our students.

Our enrolments at the 2016 census was 160, with a projected enrolment of over 200 in 2017. Seaford Park PS has 12 equivalent full time staff composed of 1 Principal, 1 Assistant Principal, 10 teachers and 5 Education Support staff.

The emotional and physical well being of our students is pivotal to their success at school and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults. Our school core values of Respect, Responsibility, Honesty, Motivation, Fairness and Friendliness are integrated into all layers of the school community.

Seaford Park PS responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles and student needs. Seaford Park PS actively supports the curriculum program with a range of varied and extensive enrichment programs. A feature of the teaching in our school is the significant emphasis placed on the development of skills in Literacy and Numeracy. Physical Education, Performing Arts, Visual Arts, Science, and Indonesian are also vital to providing a well-balanced education for our students.

Our school values community involvement and is partnered with the Ardoch foundation. We have links with Frankston City Council and local businesses and sporting groups. The school sees parents as vital partners in the educational process and seeks their participation through a very active Parents and Friends Committee, parent helpers program and active involvement in their children’s education.

2 SEAFORD PARK PS WHOLE SCHOOL PREVENTION STATEMENT

Seaford Park Primary School's aim is to provide a positive, safe and supportive school environment that facilitates students achieving their full potential. Seaford Park P.S. aims to facilitate the social, emotional and physical wellbeing of each child and to encourage a sense of belonging to the school community, thereby fostering the development of the resilient child.

Seaford Park Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. The school community takes a preventative, proactive and participatory approach to child safety.

Seaford Park Primary School has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

We ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues. We foster a culture of openness that supports all persons to safely disclose risks of harm to children. We engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development.

Every person involved in Seaford Park Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

The school's Child Safety Code of Conduct is available on the school's website.

Our school will achieve a safe and supportive environment by:

- Involving Parents and the Community as integral to our school proceedings
- Developing supportive relationships based on mutual respect that encourages students to behave responsibly
- Teaching and fostering social skills necessary to learn and play together and making good choices
- Developing an awareness of the consequences for choosing unacceptable behaviours
- Implementing a curriculum that engages all students
- Encouraging an environment of community trust.
- Student voice is encouraged through participation in a Student Leadership program, Circle Time practices, and an active Junior School Council
- Linking with the community through Ardoch, the Allanah and Madeline Foundation, Ritchies, and many local sporting groups.

Preventative School Culture

At Seaford Park Primary School we have strong core values which enable our students to manage themselves in a socially competent manner.

Our school values are:

Respect: treating one another and the school environment with consideration and courtesy.

Responsibility: developing responsibility for their own actions

Honesty: communicating truthfully and in a tactful manner

Motivation: To be stimulated, engaged and excited about a task. To perform at an optimum level

Friendliness: creating a positive environment that allows everyone to feel comfortable, accepted and cared for

Fairness: demonstrating understanding, compassion and support in a sincere manner.

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our school is actively engaged in developing classroom practice to ensure our curriculum engages all students by recognising and responding to their diverse learning needs. Seaford Park caters for individual needs through providing Individual Educational Plans, and targeted small intervention groups for students at-risk. Seaford Park P.S. provides enrichment programs in: School Camps, PMP, Resource Smart, Life Education, the Better Buddies Program, You Can Do It, Gardening Club, Running Club, Public Speaking, Lunchtime Program, Interschool Sports, Recorder/Ukelele and Choir.

The School’s **Strategic Plan** and **Annual Implementation Plan** provide Goals, Targets and Improvement Strategies to achieve these aims.

The Goals and Key Improvement strategies for the 2016 – 2019 Strategic Plan are:

Achievement

Goals	Key Improvement Strategies
To improve student learning in Literacy and Numeracy across the school.	Develop an agreed teaching and learning approach across the school that articulates <i>‘This is what teaching and student learning will look like in all classrooms’</i> . Use the Professional Learning Team (PLT) structure to ensure soundly based pedagogies are consistently implemented. Ensure data is effectively used to plan differentiated teaching and learning sequences that result in high learning growth.

Engagement

Goals	Key Improvement Strategies
To have all students feeling connected to school, motivated to learn and having ownership of their learning.	Ensure that students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners.

	<p>Ensure PLT planning explores activities for students to give and receive feedback, to set individual goals, to self-assess and peer assess.</p> <p>Students are motivated to come to school.</p>
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Wellbeing

Goals	Key Improvement Strategies
To enhance the wellbeing of students, staff and parents within our community.	<p>Develop a culture where wellbeing is integral to learning and consciously connect wellbeing to student achievement.</p> <p>Develop strategies to strengthen the communication and relationships between students, staff, parents and the wider community.</p>

Productivity

Goals	Key Improvement Strategies
To provide effective use of resources to maximise student achievement, engagement and wellbeing.	<p>Develop a 4 year plan for resourcing including workforce planning, support, programs, professional development, classroom resources etc.</p> <p>Annually review and ensure that resources are allocated according to student needs identified in the SPP/AIPs.</p>

Prevention Programs

Attendance

Regular attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Seaford Park P.S. has actively embraced the It's Not OK To Be Away approach through issuing Late Passes, following up repeated Absences and regularly communicating to parents and students the importance of attending school regularly and on time.

Restorative Practices and You Can Do It program

The You Can Do It program is established throughout the school and its goals and understandings are part of students' and teachers' everyday language. You Can Do It certificates are awarded at Assembly to reinforce the You Can Do It values.

Seaford Park P.S. uses Restorative Practices and Circle Time and these techniques are used as a basis for respectful communication, relationships and how to respond to behavioural issues.

The school has a very active Wellbeing Support group comprising the Student Support Services officers, the Principal, Assistant Principal and Network SSSOs. The school has intervention programs catering for students with identified learning needs and utilises outside agencies such as Child First, DHHS and Futures in Mind (counselling).

How we support positive behaviour and relationships

At Seaford Park PS we recognise the importance of reinforcing positive behaviour. We establish a positive approach to learning and behaviour issues. Parents are invited to be actively involved in the learning and behaviour of their child/ren. Regular communication with parents is through term level newsletters, weekly positive phone calls, weekly awards, class goals and student of the month awards which are all published in the school Newsletter. Seaford Park P.S. fosters a cooperative approach with parents through 'get to know you' interviews early in the year, formal interviews at half year, regular Student Support Group meetings for students at risk, informal meetings and regular phone calls.

3 RIGHTS AND RESPONSIBILITIES

Guiding Principles

Our school community is committed to creating an educational environment that fosters the development of supportive, safe and inclusive relationships between students, parents and teachers. Our aim is to help our students develop positive self esteem, personal responsibility and self discipline. Everyone deserves to be treated with respect and dignity.

Social skills and the teaching of values are incorporated into the school's classroom programs. There is a focus on developing students' understanding of their rights, class norms, responsibilities of others and appreciation of the worth of others. Student voice is evidenced by the Junior School Council and by fostering high levels of student well-being, motivation and engagement.

Seaford Park PS works with legal responsibilities under relevant legislation including:

Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity

- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against;
- The right to privacy and reputation;
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The

standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Bullying and harassment

Seaford Park Primary School acknowledges and accepts that bullying can occur in all school environments. As a community of learning that strongly encourages the development of a supportive culture among students, parents and school staff, we see the management of

bullying as paramount to the social, emotional and academic development of the perpetrator and the victim.

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

The **Anti-Bullying Policy** and the **Codes of Conduct** clearly state how the school will address prevention practices in the management of bullying. Where there are reported instances of bullying in the school, they will be responded to promptly. Some appropriate responses may include: restorative meetings with both the person(s) causing harm and the victim(s); reporting to parents; involvement of support staff external to the school for counselling.

All concerns will be taken seriously. All complaints will be treated confidentially.

4 SHARED EXPECTATIONS

The values of Seaford Park are central to the life of our school and include the core values of Respect, Responsibility, Honesty, Motivation, Friendliness and Fairness. Seaford Park Primary School has developed shared expectation to ensure that the learning, safety and rights of all are respected.

The Seaford Park Primary School’s Codes of Conduct details the **Students’ Rights** and **Responsibilities**; the **Parents’ Rights** and **Responsibilities** and the **Staff Rights** and **Responsibilities**.

Expectations of Students

Seaford Park Primary School is a community of learning that strongly supports the development of supportive relationships among students, parents and school staff. The emotional and physical wellbeing of our students is pivotal to their success at school and in their future lives.

Students’ Rights	Students’ Responsibilities:
All students at Seaford Park Primary School have the right to: <ul style="list-style-type: none"> • feel safe • to be treated with respect • be listened to 	All students at Seaford Park Primary School have the responsibility to: <ul style="list-style-type: none"> • be co-operative and considerate • respect the rights of others and their property



POLICY INDEX

<ul style="list-style-type: none"> • be taught in a productive learning environment • be accepted as individuals • have their own property respected • play without interference 	<ul style="list-style-type: none"> • allow other students to learn and play without interference • follow school rules and class norms • use positive language • assist others to feel safe and happy • listen to others • care for school resources
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Expectations of Parents and Caregivers

Parents/carers are expected to promote positive educational outcomes for their children by taking an active part in their child’s educational progress. Seaford Park PS prides itself on its close relationships with and strong support and cooperation from its parent/carer community.

Parents’ Rights	Parents’ Responsibilities
<p>All parents at Seaford Park Primary School have the right to:</p> <ul style="list-style-type: none"> • access the Principal and teachers involved in the education and care of their child • communicate issues to staff that may affect a student’s performance at school • make mutually agreed upon appointments with staff • be treated with respect and have their opinions heard and valued • be regularly informed about their child’s progress at school • be informed regularly about school events and issues • be actively involved in their children’s education • expect their children will be educated in a secure environment 	<p>All parents at Seaford Park Primary School have the responsibility to:</p> <ul style="list-style-type: none"> • respect all members of the school community demonstrating etiquette and manners • instil in their children a positive attitude to learning, discipline and school • support and contribute to the school’s policies and curriculum • support the staff to maintain a positive and safe learning environment and provide a high standard of education • ensure your child conforms with the requirements of the school’s dress code • ensure your child attends school regularly and on time and provide the school with a written explanation of any absence • inform the school if your contact information changes • communicate openly, through correct channels, issues that may affect student’s performance at school • report any concerns about a child’s wellbeing or safety to the school

	principal or assistant principal, especially if they believe a child may or has been subjected to child abuse
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Expectations of parents/carers are clearly outlined in the following relevant documents: Attendance Policy, Anti Bullying Policy, Codes of Conduct Policy, Homework Policy, Occupational Health and Safety Policy, Classroom and Yard Behaviour and Consequences, Student Dress Code Policy, Student Wellbeing Policy, Visitors Policy.

Parents/carers are pivotal to the smooth running of the school and have roles in the following areas: School Council membership, Parents and Friends Committee, Classroom Helpers, PMP, Camps and Excursions including sporting events.

Expectations of Staff

Staff Rights:	Staff Responsibilities:
<p>All staff at Seaford Park Primary School have the right to:</p> <ul style="list-style-type: none"> • be treated with respect • teach in an orderly and cooperative manner • work in a safe, supportive and discrimination free environment • be shown courtesy and consideration by all the school community • be valued as a professional • communicate with parents in an atmosphere of mutual respect • feel secure as a member of a team • have access to professional development • be supported and assisted by parents in their child's learning 	<p>All staff at Seaford Park Primary School have the responsibility to:</p> <ul style="list-style-type: none"> • create and maintain safe, positive, stimulating and challenging learning environments • recognise the rights of students and parents • fairly, reasonably and consistently implement the engagement and inclusion policy • respond effectively to Department of Education and Training (DET) initiatives and priorities • offer support to colleagues • effectively communicate with their colleagues regarding all aspects of children's wellbeing • attend professional development • plan and assess for effective learning and report to parents on student progress • encourage parent-teacher contact through newsletters, open nights, special events, interviews (formal and informal) • encourage parent participation in educational programs and children's learning • encourage the involvement of the

	<p>community in our school</p> <ul style="list-style-type: none"> • reporting concerns about a child's wellbeing or safety to the principal or assistant principal, especially if they suspected that a child has been subjected to child abuse or may be subjected to child abuse • follow the school referral process if they have concerns about a child's learning and/or wellbeing • carefully supervise visitors and volunteers
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5 SCHOOL ACTIONS AND CONSEQUENCES

At Seaford Park PS student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required including:

- A strong social skills and values system based on You Can Do It and the school's values in the Strategic Plan
- Whole school use of Restorative Practices including Circle Time techniques
- Well developed and recently upgraded Student Engagement and Wellbeing Policy, Codes of Conduct Policy and Classroom and Yard Behaviours and Consequences
- Open and regular communication with parents/carers promoting regular attendance, connections between home and school and involvement with the above policies through the Newsletter, Information packs, parent teacher dialogue, School Council briefings etc.
- Promotion of positive student behaviours through awards, classroom goals, phone call to parents, and assembly announcements.
- Absences and late passes are closely monitored and followed up
- A strong Wellbeing group follows up any concerns and monitors students with specific needs through regular Student Support Group meetings, Individual Educational Plans and targeted programs (for example Speech Therapy Assistance (STA)).

At Seaford Park Primary School our students are encouraged to behave in a responsible and cooperative way through the following strategies:

- Establishing fair and democratic guidelines in classrooms (class norms) and the playground
- Establishing fair and consistent behaviour consequences for all students
- Teaching social skills to develop self-esteem, tolerance and respect for others
- Implementing school-wide positive and educative support strategies
- Providing individual learning and behaviour plans for children experiencing behaviour problems

- Promotion of organised and responsible play
- Involve parents in more serious or constant behaviour indiscretions.

Inappropriate behaviours including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus. This includes:

- Establishing positive relationships with the student
- Establishing positive relationships with the parents/carers
- Establishing a positive relationship with another adult in the school such as the Assistant Principal and include buddy work, mentoring, counselling, student support group meetings as appropriate.
- Discuss referrals and taking action at the weekly Welfare meetings with SSSOs and welfare members

Consequences for unacceptable or inappropriate behaviour at Seaford Park PS

1. Classroom

Each classroom has a Classroom Behaviour and Classroom Consequences chart outlining the stages of behaviour and matching consequences. For example, Stage 2: Persistent disruption may result in timeout or removal to another classroom. Stage 4: Off the scale – the parent is notified and student removed from the school and may be suspended.

2. Playground

All classrooms and yard duty folders have Out of Class Behaviour and Out of Class Consequences charts.

- Yard duty teacher investigates and if it is a minor problem it is dealt with promptly.
- Incidents of a serious nature are recorded in the yard duty folder and followed up with appropriate consequences eg. Stage 3: Serious – student is removed from the playground.

Suspension and Expulsion

The new DET Student Engagement and Inclusion Guidance Resources, Ministerial Order 625 - Procedures for Suspension and Expulsion, provide greater authority for principals in managing suspension and expulsion processes and reduce administrative burden, take effect on 1 March 2014.

Operationalising the Order, the new *Student Engagement and Inclusion Guidance* has been developed to support schools in implementing a staged response to student behaviour and to meet legal obligations when undertaking disciplinary processes.

Secure resources for principals related to the suspension and expulsion processes can be found at:

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/default.aspx>

Use of these resources is not mandatory, but they provide a simple overview and step-by-step guidance through these processes.

Further, non-secured resources are available at:

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

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal 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.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a student support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

REFERENCES

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningssupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Evaluation

This policy will be reviewed as part of the school's three year review cycle or earlier if circumstances deem it necessary.