CRAIGIEBURN PRIMARY SCHOOL

STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DET Student Engagement and Inclusion Guidance and was produced in consultation with the school community

Principal: David Naismith
School Council President:
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## Appendices and Related Policies

- Appendix 1: Statement of Rights and Responsibilities
- Appendix 2: Student Engagement Strategies
- Appendix 3: Behaviour expectations
- Appendix 4: Staged response to behaviour issues
- Appendix 5: Process for responding to breaches of Behaviour Expectations
Rationale:
The Department of Education and Training (DET) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Child Safe Standard:
Victorian Government Schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with the legal obligations including child safety standards. Refer to our Child Safety and Code of Conduct Policies.

As per The Education Training and Reform Act (2006) the use of corporal punishment is prohibited in any form at Craigieburn Primary School.

Purpose:
- to relate to and be consistent with the Effective Schools are Engaging Schools: Student Engagement Policy Guidelines, in areas such as:
- the encouragement of educational achievement and excellence, prevention of absences and inappropriate behavior
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.
- maximising student learning opportunities and performance through engagement.
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- building a school environment based on positive behaviours and values.
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk of falling behind in their learning.

Guiding principles:
- Craigieburn Primary School ensures that a procedure of fairness is part of all Behaviour Management plans and procedures.
- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school'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.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child’s learning and build their capacity as active learners.
- The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
After initial identification, the school will refer students for a speech, or Psychological Assessment and/or Counselling to identify their specific needs. Applications for PSD funding will be submitted if applicable or other support mechanisms put in place such as:

- ES support
- Additional assistance
- Welfare Officer
- School Chaplain
- Etc.

The school 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.

Craigieburn Primary School communicates Discipline Procedures to Parents, Students and the Community through the school website, Newsletter and letters to individual parents when required.

**School Profile**

Craigieburn Primary School is in a developed area in Melbourne’s northern suburbs and located in the city of Hume. We are situated on approximately five hectares and are the largest tenant of Malcolm Creek Learning Centre which includes Malcolm Creek Pre School and a City of Hume Maternal Health Centre.

At Census in 2016 we had 636 students, this has grown significantly throughout the year to our current enrolment of 681. Growth throughout the year has been a common trend over the past three years. The community is very transient with students arriving and leaving regularly. Our school student population is culturally diverse with our Student Family Occupation (SFO) sitting at .628. The school is a multicultural community with a rich variety of different cultures. Over the years we have had an increase in the number of first phase EAL students which has led us to develop an EAL program to cater for these students.

Our school’s staffing profile consists of 39 teaching staff and 20 Education support staff working at various time fractions and 3 Principal Class members. Turnover of staff has been moderate with a blend of experienced and graduate staff.

Craigieburn Primary School has a strong commitment to student learning and we are on a continuous improvement cycle which began with Aliz and continues with the Curiosity and Powerful Learning. We aim to maximise achievement in all areas of the curriculum. An extensive curriculum is provided based on the Victorian Curriculum with a strong emphasis on literacy, numeracy, inquiry and digital learning.

The school offers specialist programs in Performing Arts, Visual Arts, Library, Physical Education (PE), Digital Learning and Italian (Foundation - 2). Our extra curricula activities include annual camping programs from Grade 2 to 6, school annual musical productions, swimming, interschool sport, excursions and incursions related to the areas of study. Our extension programs cater for low and high achievers and include Little Learner, targeted support, Maths Olympiad and Maths Games.

Craigieburn Primary School has a strong commitment to student welfare and provides a highly supportive and learning environment. We provide an extensive and differentiated curriculum that promotes student wellbeing by providing a secure and caring learning environment where students are challenged and are engaged in their learning.

The Strategic Plan focuses on student learning, student engagement, transition, wellbeing and student pathways. The school aims to increase positive student relationships by implementing the ‘Thumbs Up’ program and student leadership. The Restorative Practices philosophy underpins the manner in which student issues are managed and resolved. The school values of respect, friendliness, cooperation, optimism, responsibility and integrity are prominent throughout our school community.

We have a focussed approach on monitoring student attendance during the year and have introduced a variety of positive strategies to encourage regular student attendance such as ‘It’s Not Okay to Be Away’, whole class attendance awards and individual awards.
Craigieburn Primary School promotes strong links between students, parents and the wider school community. Parents are involved in the School Council and its Sub Committees, Finance, Education, Environment, Parents Club, School Carnival as well as within the classroom structures as parent helpers. Communication with the school community includes a weekly newsletter, school webpage, information evenings, Launch into Learning BBQ, school productions, school networks, class notices and parent/teacher/child conferences.
1. **School Philosophy, Vision and Values**

**Our Philosophy**

Our school is committed to providing a safe, secure and stimulating learning environment so that all students can reach their full educational potential. We aim to provide a happy, healthy, safe and positive school culture to engage and support students’ in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Craigieburn Primary School’s mission is to:

- Develop Literacy, Numeracy and Inquiry skills.
- Provide opportunities for children to develop social skills to become positive members of the wider community.
- Provide a safe, nurturing environment.
- Recognise and develop individual potential of all students in all areas.
- Provide a stimulating and inclusive curriculum.
- Encourage risk taking and reflection of their own learning.
- Encourage students to reflect, create and adapt to solve problems through the use of digital technologies.

**Our School Vision:**

*For all children to reach their full potential and become effective members of society.*

**Our School Values:**

At Craigieburn Primary School we are committed to providing a supportive and stimulating environment where children feel safe and included. The basis of this culture is driven by our six whole school values.

These values are central to our school and how we operate.

<table>
<thead>
<tr>
<th>Respect</th>
<th>An attitude of admiration or esteem</th>
<th>We demonstrate respect by:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Being a proactive listener</td>
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<td></td>
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<td>• Being considerate</td>
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<td></td>
<td></td>
<td>• Preserving dignity</td>
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<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Working with others as a team.</th>
<th>We demonstrate cooperation by:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Encouraging others, negotiating and compromising as a team.</td>
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<tr>
<th>Integrity</th>
<th>Is being truthful</th>
<th>We demonstrate integrity by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Telling the truth, owning up to decisions, behaviours, actions and mistakes, sharing thoughts and feelings with trusted people.</td>
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<thead>
<tr>
<th>Responsibility</th>
<th>Making good decisions.</th>
<th>We demonstrate responsibility by:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Being punctual and organised for school, following instructions and directions, accepting consequences of decisions and actions.</td>
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<thead>
<tr>
<th>Friendliness</th>
<th>Caring for others.</th>
<th>We demonstrate friendliness by:</th>
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<td></td>
<td></td>
<td>• Smiling and saying good morning/afternoon.</td>
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<td></td>
<td></td>
<td>• By looking after our friends, classmates and colleagues.</td>
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<tr>
<th>Optimism</th>
<th>Being positive.</th>
<th>We demonstrate optimism by:</th>
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<tr>
<td></td>
<td></td>
<td>• By encouraging all to be positive in work and play.</td>
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<td></td>
<td></td>
<td>• Giving people a ‘second chance’.</td>
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</table>
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation. 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 (Vic), which 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. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious 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.
- 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.

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 victimization.

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
• financial incentives, such as subsidies or grants, available to the provider if there is student participation.

Prevention Programs

Promoting and teaching social values and behaviours that help children to engage with school, their peers, their teachers and their learning. We have a number of programs to promote pro-social values which include:

- Learning to Learn Program
  - Teaching personal and communal responsibilities at school.
  - Understanding Our Rights and Responsibilities (see appendix 1)
  - School Values
  - School vision and values
  - eSmart (responsible use of Technology)
  - behavior expectations inside the classroom and outside in the playground (see appendix 3)
  - Bullying/Cyberbullying and Harrassment (identification and responding)

- 'Thumbs Up' program
  - Teaching social skills
  - Identify and manage feelings
  - Working together strategy
  - Stop Think DO strategy

- It's not OK to be Away
  - Clear and consistent approaches and procedures to minimise attendance and absenteeism
  - Whole school rewards system that include ribbons and class incentives
  - Whole school monitoring of attendance eg phone calls, letters, conversations.

- Developmental approach Managing Classroom Behaviour developed by Ramon Lewis
  - Building of positive relationships between students and their teachers.

1. At school people have three main rights:
   - the right to learn
   - the right to be safe
   - the right to be respected

2. At school there are two kinds of responsibilities:
   - Personal responsibility (I do the right thing)
   - Communal responsibility (I encourage others to do the right thing)

3. We use different techniques to positively manage our students,
   - Non verbal hints – visual hints, “the look”, body language
   - Verbal hints – general hints, specific hints, restatements, questioning, “I” messages,
## Whole School Rights and Responsibilities:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To be free of harassment</td>
<td>- To ensure others are not harassed</td>
</tr>
<tr>
<td>- To receive support in difficult situations from the school community</td>
<td>- To provide support to each other</td>
</tr>
<tr>
<td>- To be valued and treated with respect</td>
<td>- Build positive relationships with the school community</td>
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## Students:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To work and play without intrusion or interruption</td>
<td>- To allow others to work and play without interference</td>
</tr>
<tr>
<td>- To be treated fairly and courteously</td>
<td>- To be polite, courteous and well mannered</td>
</tr>
<tr>
<td>- To learn in a secure environment</td>
<td>- To allow others to learn</td>
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## Staff:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>To be treated with respect by students, parents and peers.</td>
<td>- To treat students in a way that develops self-esteem</td>
</tr>
<tr>
<td>- To expect students to follow the Engagement Guidelines</td>
<td>- To follow the Engagement Guidelines.</td>
</tr>
<tr>
<td>- To expect students to learn</td>
<td>- To use logical consequences and restorative practices</td>
</tr>
<tr>
<td></td>
<td>- To provide a Duty of Care to students</td>
</tr>
<tr>
<td></td>
<td>- To keep records of significant disciplinary actions.</td>
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<tr>
<td></td>
<td>- To assist students to learn.</td>
</tr>
<tr>
<td></td>
<td>- To provide an inclusive and differentiated curriculum.</td>
</tr>
<tr>
<td></td>
<td>- To ensure all students achieve success.</td>
</tr>
<tr>
<td></td>
<td>- To communicate student progress to parents</td>
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## Parents:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>- To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</td>
<td>- Ensure students attend school and have the appropriate learning materials and attitude.</td>
</tr>
<tr>
<td>- To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident.</td>
<td>- Promote respectful relationships.</td>
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</table>
Inclusion, Wellbeing and Transitions:

The CPS teaching staff, office staff and the student wellbeing team all work together to provide a range of support for all students. This team consists of, Assistant Principals, Leaders, Team Leaders, School Chaplain, Student Welfare Officer and Education Support Officers. The school team is supported by DET speech pathologist and educational psychologist, and other DET staff as required. The wellbeing team works closely with other agencies at times, such as Austin CAMHS and the Royal Children's Hospital, and specialists such as Occupational Therapists.

Our wellbeing programs promotes the strengthening of emotional, academic and social health of all students – these include:

- Connecting to the school, local and global community, eg, through cross-age learning sessions, excursions, and through the internet.
- Extra-curricular programs, such as, camps, cultural performances, whole school event days, eg school musical production, carnival and family nights to enhance student connectedness to school and to celebrate diversity.
- A whole school approach to transitioning students from one grade level to another for grades 1 to 5. We also organize extensive programs for our future Foundation enrolments which include several orientation visits. The grade 5 and 6 children attend a variety of sessions at local secondary schools.
- Positive behaviours are promoted through programs such as the ‘Thumbs Up’ Program, and through teacher modelling and implementation of Restorative Practices.
- Student-led conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals.
- Student leadership programs such as Junior School Council, Student Action Teams, House Captains, and the Foundation Buddy program, and other roles of responsibility for students to influence change within the school community.
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as through the Classroom Helpers Program, Parent Experts, the Community Grants Projects, and class expos and school events, eg, Athletics Day, the Carnival (fete), school camps, and Father’s Day and Mother’s Day stall.
- The Literacy Support program (LLLL) provides daily intensive learning for students in Foundation and Grade 1 identified through assessment as ‘at risk’ of falling further behind in their acquisition of literacy skills.
- A daily Targeted Support Program in grades 2 and 3 in Reading and Mathematics to improve skills of ‘at risk’ students.
- An EAL Program is provided for students to participate in intensive English language lessons. This includes a New Arrivals Program.
- The Wannik tutorial program provides tuition to Koori students who are at risk of falling further behind in literacy and numeracy.
- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program i.e. referring students to SSSO’s eg. Speech and Psychologist.
- Whole school approach to Developmental Management to encourage engagement, build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to school, state and national data collection.
- Professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented.

Engagement Strategies:

To realise our vision, 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.

The school 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.
<table>
<thead>
<tr>
<th>Universal Strategies</th>
<th>Targeted Strategies</th>
<th>Individual strategies</th>
</tr>
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<tbody>
<tr>
<td>(whole School)</td>
<td>(Group Specific)</td>
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<tr>
<td>• Our teachers provide a broad and</td>
<td>• CPS places a strong focus on developing</td>
<td>• Individual Goal</td>
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<tr>
<td>and inclusive curriculum based on</td>
<td>Leadership skills through providing</td>
<td>setting and</td>
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<tr>
<td>the Victorian Curriculum.</td>
<td>students with a range of opportunities.</td>
<td>reflection using our</td>
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<tr>
<td>• The curriculum delivery is</td>
<td>Grade 6 students can apply for school</td>
<td>STAR (student</td>
</tr>
<tr>
<td>differentiated to effectively</td>
<td>captains, school captains, monitors and</td>
<td>target and reflection</td>
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<tr>
<td>respond to the diverse learning</td>
<td>the grade 5/6 leadership program.</td>
<td>books).</td>
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<tr>
<td>styles, strengths and needs of</td>
<td>• Grade 6 Family Life Program.</td>
<td></td>
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<tr>
<td>our students.</td>
<td>• Other roles include junior school</td>
<td></td>
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<tr>
<td>• Learning to Learn Programs that</td>
<td>council, monitors.</td>
<td></td>
</tr>
<tr>
<td>starts the years from F-6.</td>
<td>• A Buddy program involving grades 5 and</td>
<td></td>
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<tr>
<td>• Our school has behavioural</td>
<td>6 with Foundation.</td>
<td></td>
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<td>expectations for all members of</td>
<td>• A whole school approach to transitioning</td>
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<tr>
<td>the school community in</td>
<td>students from one grade level to another</td>
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<tr>
<td>consultation with students, staff</td>
<td>for grades 1 to 5. The grade 5 and 6</td>
<td></td>
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<tr>
<td>and parents/carers.</td>
<td>children attend a variety of sessions at</td>
<td></td>
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<tr>
<td>• Restorative Practices are used</td>
<td>local secondary schools.</td>
<td></td>
</tr>
<tr>
<td>to address incidences of conflict.</td>
<td>• A ‘Learning to Learn’ fourteen day</td>
<td></td>
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<tr>
<td>• Our school regularly</td>
<td>program is implemented at the start of</td>
<td></td>
</tr>
<tr>
<td>acknowledges examples of</td>
<td>each school year to allow students to</td>
<td></td>
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<tr>
<td>positive behaviour and student</td>
<td>settle into their class to establish</td>
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<tr>
<td>achievement, both informally in</td>
<td>routines and relationships with the</td>
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<tr>
<td>classroom settings and more</td>
<td>teacher and classmates.</td>
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<tr>
<td>formally in events such as</td>
<td>• An induction program for new students</td>
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<tr>
<td>assemblies and via</td>
<td>and staff providing mentors to support</td>
<td></td>
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<tr>
<td>communications to parents.</td>
<td>transition into the school.</td>
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<tr>
<td>• All students will have the</td>
<td>• School nurse and welfare staff will</td>
<td></td>
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<tr>
<td>opportunity to participate in a</td>
<td>undertake health promotion and social</td>
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<td>social and emotional learning</td>
<td>skill development in response to needs</td>
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<tr>
<td>curriculum program which</td>
<td>identified by classroom teachers or other</td>
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<tr>
<td>includes the “thumbs Up ’</td>
<td>school staff during the school year.</td>
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<tr>
<td>Program, 4 Steps Strategy.</td>
<td>• Refer to internal support services eg</td>
<td></td>
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<tr>
<td>• School Council and other</td>
<td>Student Welfare Coordinator or Student</td>
<td></td>
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<td>associated committees which</td>
<td>Support Services.</td>
<td></td>
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<td>encourages extensive parent/</td>
<td>• Refer to external support services</td>
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<tr>
<td>community involvement.</td>
<td>including ChildFirst, Local Government</td>
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<tr>
<td>• Events such as Carnival,</td>
<td>Youth Services, Community Agencies.</td>
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<td>Concert, Stalls, Athletics,</td>
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<tr>
<td>Carols, Harmony Day, Literacy &amp;</td>
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<tr>
<td>Numeracy Week, Assemblies etc.</td>
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Students with Disabilities:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.

Student Support Groups (SSG) are established for all students with disabilities. The aims of the SSG are:

- to ensure that those with the most knowledge of, and responsibility for the student, work together
- to establish shared goals for the student’s educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student’s school life
- monitor the progress of the student

Membership consists of the assistant principal, classroom teacher, ES staff and parent/guardian/carer. A parent advocate and interpreter may also be invited. Meetings are scheduled for once a term or when a member requests a meeting.

We recognise that staff require support to best meet the needs of the students in their learning area, and in the school in general. Support can be provided in the form of:

- professional learning opportunities.
- regular meetings with student wellbeing coordinator, ie the assistant principal.
- opportunities to meet with specialist intervention staff, eg speech therapist, psychologist
- student support group.

Responding to Challenging Behaviour:

Challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.

Examples of challenging behaviour include:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.

A staged response

Where students repeatedly demonstrate challenging behaviour, schools should implement more structured intervention strategies as part of a staged response to address the behaviour. Intervention strategies that should be implemented include:

1. Assessing the behaviour, focussing on its influences, triggers and function (ie what purpose it serves). This should involve observation and talking with the student, their family and relevant wellbeing professionals.
2. Developing a Behaviour Support Plan and/or Individual Education Plan and review its effectiveness regularly.
3. Considering if any environmental changes need to be made, for example changing the classroom set up.
4. Explicit teaching of replacement behaviours using the ‘Thumbs Up’ Program (recognise that students will need time to practice these before they become habit).
5. Engaging appropriate support services, such as Student Welfare Coordinator, Student Support Services or community agencies to undertake assessments and/or provide specialist support.
6. Establishing a student support group to establish the student’s needs and supports required.
7. Implementing appropriate disciplinary measures that are proportionate to problem behaviours.
8. Monitor and record challenging behavior using COMPASS.


CPS Classroom Procedures

The Whole School Rights and Responsibilities charts are displayed in every learning area including specialist classrooms. (See Appendix 3) The Classroom Procedures Chart is also displayed in every classroom to guide teachers in managing challenging behaviours.
CPS Playground Behaviour Process

At CPS there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

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[Diagram showing the hierarchy of consequences and actions for different levels of playground incidents.]
# PLAYGROUND INCIDENTS AND THEIR CONSEQUENCES

## Low Level Incidents

**Consequence:**
- Thinking time on designated seat outside 15 minutes
- Community service
- Walk with yard duty teacher
- In conjunction with verbal apology, returning of property, sit out of the game, cleaning graffiti and discussion with teacher reinforcing school rule etc where appropriate.

## High Level Incidents (with intent)

**Consequence:**
- Lunchtime detention
- Individual Student Management Plan
- Record of Behaviour Sheet
- In conjunction with verbal/ written apology, returning of property, cleaning, parents contacted where appropriate

## Severe Incidents

**Consequence:**
- In school suspension
- Suspension
- Individual Behaviour contract
- Possible referral to Psychologist, Welfare Officer or School Chaplain.

## Common examples include:
- Climbing /damaging trees
- Incorrectly using equipment
- Playing ball in non-designated area
- Playing unsafely with water, sticks, stones
- Playing in toilets
- Deliberately going into the incorrect toilets
- Rough playing
- Spitting on ground
- Vandalism
- Littering
- Removing / hitting other students with hats
- Name calling
- Spying
- Playing chasey in designated walkways
- Being inside buildings without permission,
- Not wearing sunsmart hats during term 1 & 4

## Intentionally:
- Bullying in any form
- Spy/stalk persistently
- Harassing
- Name calling (put downs)
- Teasing
- Engaging in physical fighting
- Engaging in aggressive contact/rough play
- Spitting at others
- Swearing at others
- Stealing
- Throwing objects to hurt others
- Intimidating verbally
- Engaging in unsafe Behaviour (putting themselves and others at risk)
- Leaving the school ground
- Engaging in disrespectful behaviour towards teachers

## In School Suspension

**In school suspension would apply to children who:**
- fail to comply with any reasonable and clearly communicated instruction by a teacher or principal
- behaves in a way that threatens the good order of the school’s program or facility consistently
- behaves in a manner that interferes with educational opportunities of any other student or students.

**Suspensions**

**Immediate suspension will apply to children who:**
- behave in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities.
- commit an act of significant violence or causes significant damage or destruction to property.

## Bullying and Harassment Definitions:

- **Bullying** is repeated verbal, physical, social or psychological aggressive behavior by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.
- **Cyberbullying** is willful and repeated harm that takes place using electronic technology.
- **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited unwelcome which could reasonably be expected to cause offence, humiliation or intimidation to a person. (see appendix 4 – Anti Bullying and Harassment Policy)
Detention, Suspension and Expulsion:


Detention:
Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be issued with a ‘red slip’ or sent by the yard duty teacher to the ‘chill out seat’ (seat located outside Principal's office). The Assistant Principal or Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations will take place. The staff member dealing with the student eg, the home group teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in may result in an in-school suspension.

Three recorded exits / time outs in another teacher’s room will result in a lunchtime detention.

With low-level incidents, it will be left to the discretion of teachers, Assistant Principal and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

In-School Suspension:
In-school suspension will take place near the Assistant Principal’s office with the child only receiving play for half of recess and lunchtime on their own. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults and have time to reflect on their behaviour.

Suspension:
When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in Effective Schools are Engaging Schools – Student Engagement Policy Guidelines.

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

Grounds for Suspension
Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), if they:
- threaten or constitute a danger to the health, safety or wellbeing of any person
- commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- possess, use, or deliberately assist another person to use prohibited drugs or substances
- fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently interfere with the wellbeing, safety or educational opportunities of any other student
- consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
In determining whether to suspend a student the principal must also take into account:
   o in favour of the student any special needs of a student who has an impairment; and
   o the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place the next day.

**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 behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student’s behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion cannot not be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community. Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance.

In order for expulsion to be an option, the following conditions must be in place:

**The student’s behaviour must have occurred:**

- whilst attending school; or
- travelling to or from school; or
- while engaged in any school activity away from the school; or
- travelling to or from any school activity

**The student’s behaviour must meet one or more of the following conditions:**

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- causes significant damage to or destruction of property;
- commits or attempts to commit or is knowingly involved in the theft of property;
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student’s behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school’s educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

References:

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

School Accountability and Improvement Framework

Effective Schools are Engaging Schools


Disability Standards for Education

Safe Schools


http://wwwvalueseducation.edu.au/values/

Charter of Human Rights


Equal Opportunity Act

Education and Training Reform Act 2006

VIT Teacher Code of Conduct

Melbourne Declaration on Educational Goals for Young Australians

Evaluation:
This policy will be reviewed as a part of the school’s cyclic process or more often if necessary due to changes in legislation or regulations.

This policy was last ratified by School Council in Nov 2016 and will be reviewed 2018.