Student Engagement and Inclusion Policy

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

April 2015

Principal: Andrew Felsinger

School Council President: Nicole McClelland

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1. School profile:

Somerville Rise Primary School is situated a 10 minute drive from Frankston on the Mornington Peninsula and was first established in 1995. It soon grew to a school of over 600 students and over the last ten years enrolments have steadily declined to the current student population of 326. There are currently 14 classes. The school student population is comprised of:

- very low mobility and transience levels;
- most students coming from homes where English is the primary language, with 1% having Language Backgrounds other than English;
- Approximately 3% of the school population being funded through the Program for Students with Disabilities;
- 7 Koori students; and
- The School Family Occupation index at Somerville Rise is 0.48. School families tend to be employed in small business, industry and trades within the community and further afield.

Situated on the corner of Blacks Camp Road and Graf Road, the school has plenty of open space for children to play as well as 3 adventure playgrounds and 4 hard-court areas. The school borders Somerville Secondary College and a newly developed wetlands reserve. Also close to our school (across the road) is Blacks Camp Pre School which has a close association with our school.

At Somerville Rise Primary School we provide a comprehensive curriculum for all students from grades Foundation to 6 following the Department of Education and Early Childhood Development DEECD curriculum guidelines – AusVELS which based on the Australian Curriculum. We are a 5 star sustainable school. This requires our school to be proficient in and have curriculum links with waste management, water management, biodiversity and renewable energy.

At Somerville Rise Primary School we promote "learning together". The school community has developed 5 school rules based on our core values which underpin our relational learning philosophy. These rules promote:

- respect
- safety
- courtesy
- learning
- responsibility

Our school has a Chaplain who assists with pastoral care. In addition, a number of extra-curricular programs are provided.

The school community provides strong support for the school through active involvement in School Council and parent groups and Sub-Committees, assistance in classrooms and with fundraising. The school's current Strategic Plan is for 2014 - 2017.

2. School vision, philosophy and values

Our school's vision is **to foster excellence in learning and positive relationships which build the foundations for life success**.

It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high

Comment [AJS1]: *To help members of the school community understand the needs of the school, the school profile statement should detail the diversity of the student population and school community.*
Including school data and referencing community aspirations for the school can help to identify strengths and areas for improvement.

Comment [AJS2]: Schools should also include in this section any engagement and wellbeing goals and targets related to school improvement strategies and actions identified through the school's strategic and annual implementation planning process

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standards of academic achievement and social behaviour. At Somerville Rise Primary School we promote "learning together".

The core value of respect underpins the actions of the whole school community:
- Respect for learning - valuing the acquisition of knowledge and skills
- Respect for relationships - valuing and acknowledging the differences in others
- Respect for self - valuing your own worth and individuality

The school community has developed 5 school rules based on our core values which underpin our relational learning philosophy. These rules promote:

- respect
- safety
- courtesy
- learning
- responsibility

The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:

- An elected government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

A statement about the rights and responsibilities of all students and school staff is included in Appendix 1. Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Approach to Bullying Policy for more information.

3.   Guiding principles

- 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.

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- 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.

4.   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.

Our 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.

The school provides an attractive, stimulating learning environment and a range of extra-curricular offerings which help children to experience success and thus develop a sense of competency and self-esteem.

Our school recognises that student engagement and school connectedness underpin effective learning. The positive school culture is supported by a range of programs and support systems which are described in this section.

Students have direct involvement in school activities and opportunities to contribute to the school community through the Student Leadership Program, SRC and cross-age tutoring programs such as Konnected Kids and the PAL program. There are 26 Student Leaders involved in activities such as running assemblies, mediation, welcoming visitors, organising lunchtime activities and environmental and sporting organisation. The Konnected Kidz program connects grade 6 students to the community though visits to the local kindergarten and nursing home, environmental and gardening projects and assisting in Junior School classrooms.

The school's Chaplaincy program provides pastoral care that:
- makes initial contact and ongoing management of individual students (following parent or teacher referral); and
- provides counselling for bullying incidents.

Class teachers begin each year with an emphasis on establishing a positive class environment and develop a Class Learning Plan with the students. Incentives such as Citizen of the Month, Superstar of the Week and classroom reward programs encourage positive behaviour.

A greater consistency of practice across the school and a staged response approach to misbehaviour in the classroom and in the yard together with the five new school rules has seen a reduction in the number of behaviour concerns. Student behaviour contacts have been tracked through a software program, RISC, and where a concern is flagged it is discussed during Student Wellbeing meetings with Student Support Services Officer (SSSO) nominee. This would subsequently be discussed with teachers and parents and the results of these discussions can lead to:
- SSSO consultation with students, teachers and parents;
- referrals for support through Medicare's Mental Health Plan system;
- students being funded through the Program for Students with Disabilities;
- short-term and long-term behaviour management plans and yard arrangements;
- referrals for support through the Student Development Centre;

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- Behaviour management PD for teachers and ES staff;
- Review of school procedures;

Circle Time is a teaching tool which assists in building positive relationships between and with students, parents and teachers. In late 2012 the school joined the Kidsmatter initiative and begun providing professional development for staff through 2013, delivering Components 1&2: Positive School Community and Social and Emotional Learning. The acronym, PAPCATT (Promoting a Positive Culture all the Time), was introduced in the beginning of 2012 in support of the implementation of Kidsmatter and initiatives were introduced such as: open afternoons, Family Fun Night, art shows, regular performances at assemblies, teachers making contact with parents at the start of the year as well as other regular events that were already in the school calendar. The building of protective factors such as students' sense of inclusion and belonging has been a focus of the Kidsmatter initiative.

The evidence from Kidsmatter research has indicated that the successful implementation of the Kidsmatter initiative will lead to improved student learning outcomes. The You Can Do It program was implemented at the beginning of 2014 and is a regular inclusion in all classrooms. It promotes emotional literacy, resilience and a respect for the rights of all individuals within the school. The five 'keys to success' promoted by this program are: Confidence; Getting Along; Persistence; Organisation and Resilience.

Clear expectations of acceptable behaviour are based around the five school rules and conversations form the basis of 'making it right'. Consequences are clearly delineated and the focus is on maintaining a positive learning environment.

The five school rules are based on our core values which underpin our relational learning philosophy. These rules promote:
- Respect
- Safety
- Courtesy
- Learning
- Responsibility

Examples of a conversation based on re-establishing positive relationships:
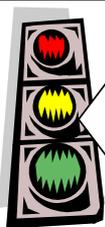
What did <u>you</u> do?	
What happened? *How did you behave?* *What were you thinking at the time?* *What did you want to happen?*	**STOP**

| **Why do you think that it was wrong?**	
What school rule did you break? *Who has been affected by what you have done? In what way?* *What have you thought about since?* *How were you affected?*	**THINK**

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What will you do in the future to ensure that this doesn't happen again?

What do you think you need to do to make things right again?
What do you think might need to happen to make things better?

DO!
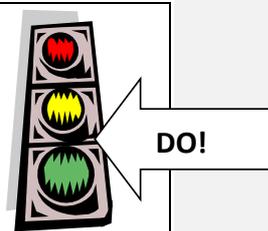
CASES 21 attendance monitors attendance in real time. Follow up with prolonged or repeated absences by class teachers rather than administration, has assisted in developing closer relationships between school and home.

A number of lunchtime activities (such as library, choir, barn, playground coaches) run during the week, which provides alternatives and enrichment for students during these breaks. They also provide 'safe' places for students who find the breaks a stressful time. A classroom is staffed each recess and lunchtime to supervise students who are withdrawn from the yard and this is also designated as a 'safe' place. 'A Friendship Seat' is located in the courtyard for students who are feeling lonely.

The school has three playgrounds, an oval, four basketball courts, several quiet areas and grassed open spaces. There are two teachers on duty during each break and one teacher supervising the Yard Withdrawal room.

The school has several intervention programs catering for students with identified learning needs. The programs include Speech Therapy Assistance, Intensive Reading and Literacy Enhancement Activity Program who focus on the explicit teaching of literacy and numeracy. Student Support Services and outside agencies such as DHS, OnPsych, ChildFirst and CAMHS are available to provide advice and support when necessary.

5. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies (see Appendix 3):

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Management and Reporting Tool (SMaRT)
- School Entry Health Questionnaire
- Australian Early Development Census
- Engagement with students' families

Comment [AJS3]: This sample is for a secondary school. Primary schools and P-12s may wish to include the School Entry Health Questionnaire here

Comment [AJS4]: Suggest including appendix outlining step by step process in identifying students, assessing need, providing support etc.

6. Behaviour Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 3.

7. School actions

Responding to challenging behaviour

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Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 4).

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
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- 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 (see Appendix 5).

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.

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

Bullying and harassment

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include
- poor health – anxiety, depression;
- lower self esteem;
- reduced study performance;
- missed classes, social withdrawal; and
- reduced career prospects.

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.
Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Comment [AJS5]: Schools should also include process for how discipline will be applied for various breaches of behaviour expectations. See example at Appendix 5.

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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). Cybersafety is explicitly taught at Somerville Rise Primary School.

Examples of cyberbullying behaviour are:

- teasing and being made fun of;
- spreading of rumours online;
- sending unwanted messages; and
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

8.   Engaging with families

The School 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 and its Education Committee.

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

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement 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
- 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

Parents' responsibilities for supporting their child's attendance and engagement are outlined at 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 Statement of Values

Comment [AJS6]: Schools can download this document from https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx (school access only)

9.   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

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- parent survey data
- RISC data
- 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.

10.   Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behavioural Expectations

Appendix 4: Referral Process for concerns about students

Appendix 5: Staged response to behaviour issues

Appendix 6: Process for responding to breaches of Behaviour Expectations

Appendix 7: Statement of Values

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

Related policies:

Approach to Bullying Policy

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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 Prevention Policy and Equal Opportunity Policy).

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.

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Student Engagement Strategies   **Appendix 2**

Universal strategies	Targeted strategies	Individual strategies

• Our school will deliver a broad curriculum based on AusVELS
 	
• 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 You Can Do It
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
	• Continue the implementation of the Kidsmatter initiative.
	
	• Positive Behaviour Support plans developed for students needing individual behaviour support.
	
	• A range of opportunities for supported play (eg. barn activities, drop-in room, library) during recess and lunchtimes.
	
	• All students in Out of Home Care will be referred to Student Support Services for an Educational Needs Assessment
		• Strategies to support attendance and engagement of individual students include:
		
		   ○ Meet with student and their parent/carer to talk about how best to help the student engage with school
		
		   ○ Establish a Student Support Group.
		
		   ○ Seek extra resources under the Program for Students with Disabilities for eligible students
		
		   ○ Develop a Behaviour Support Plan and/or Individual Education Plan.
		
		   ○ Consider if any environmental changes need to be made, for example changing the classroom set up.
		
		   ○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services
		
		   ○ Refer to external support services including ChildFirst, Local Government Youth Services, Good Shepherd, CAMHS

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	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • 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	• 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	• 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	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled	In accordance with DEECD procedures the school will: • Proactively promote regular attendance • 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 'Return to School' plans and working with families

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		school holidays	to implement individual strategies
		• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	
Behaviour	Students are expected to: • model the schools core values of diversity, achievement, responsibility and endeavour • 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. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes	Parents/Carers are expected to : • 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	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child 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 The school will consistently apply its discipline procedures through a shared collegiate understanding and only exclude students in extreme circumstances. 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

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Referral Process for concerns about students   **Appendix 4**

If you have a concern about a student you need to establish prior knowledge by:

- ☐ Discussing your concerns with previous teachers, parents, Learning Support Coordinator (AP)
- ☐ Referring to the Learning Support Summary and follow up with the Learning Support Coordinator (AP) if there is additional information/status of previous referrals (if any)
- ☐ Ensure Hearing has been checked *(see Hearing and Vision Letter - AP)*
- ☐ Ensure Vision has been checked *(see Hearing and Vision Letter - AP)*
- ☐ Are there any general health issues that will impact on learning?
- ☐ Are there any emotional issues that will impact on learning/wellbeing?
- ☐ Is academic progress a concern? Is there an ILP in place? What evidence is there of this? *(meetings, screening tests, NAPLAN, OnDemand Testing, Reading levels, etc)*
- ☐ What has the school done to assist this student? *(ILP, modification to programs, Reading Recovery, SPA, numeracy intervention, extra support, etc)*

Students who are referred to the Student Support Services (academic, social, emotional concerns) need to have an Individual Learning (Behaviour) Plan that has been in place for at least a term. The ILP should be discussed with parents. A proforma for an ILP can be found at:

T:\!Shared\Learning and Teaching\Learning Support\Active ILPs

A document to assist with planning an ILP (ILP Support Doc - Goals and Strategies) can also be found in this folder. Other support documents can be found in this folder.

- ☐ Discussion with parents regarding continued concerns and the possibility of a referral to Student Support Services
- ☐ Complete Teacher Pre-referral Checklist
- ☐ Complete and send home Parent Consent Cover letter (AP)
- ☐ Complete and send home Parent Consent Form and Privacy Statement (AP)

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Please complete ALL sections of the form

Name of Student: …………………………..   **Date of Birth:** …………………….…………………..

School:…………………………………...   **Today's Date:**…………………………………

Year Level: ……………...   **Class/ Form Teacher**:...

The student has had the following interventions and/or assessments (please tick and attach copies of documents/reports):

☐	Hearing assessment/screening	☐	Individual Education Plan (IEP)
☐	Vision assessment/screening	☐	Behaviour Management Plan
☐	GP/Paediatrician	☐	School programs eg. Reading Intervention
☐	Psychology/Social Worker	☐	Repeated a grade
☐	Speech Pathology	☐	Literacy support eg. Reading Recovery
☐	STA/LEAP	☐	Other

What concerns you most about the child's development?

☐ Social
☐ Speech/language
☐ Emotional
☐ Academic
☐ Behavioural
☐ Other *Please describe:*_____

How long have the concerns been present?_____Current School
Performance: *Circle number to indicate student's performance*

Subject	Far Below Year Level (2 YRS behind or more)	Below Year Level (1 YR behind)	At Year Level	Above Year Level	Far Above Year Level
English	1	2	3	4	5
Maths	1	2	3	4	5
Art	1	2	3	4	5
Sport	1	2	3	4	5
Music	1	2	3	4	5

Compared to other students of the same age:	Much Less	Somewhat Less	About Average	Somewhat More	Much More
1. How hard is he/she working?	1	2	3	4	5

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2. How appropriately is he/she working?	1	2	3	4	5
3. How much is he/she learning	1	2	3	4	5
4. How happy is he/she?	1	2	3	4	5

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Please tick if appropriate

General Information	
❑ Poor family knowledge e.g. Family names, jobs, sibling ages etc	❑ Confused about before/after
❑ Unsure of days of the week	❑ Confused left/right, directions, gets lost
❑ Unsure of months of the year	❑ Difficulty with comparison of size, distance space etc.
❑ Unsure of date, tomorrow is? Yesterday was?	❑ Poor planning ability
❑ Confused about time, time-span, judgement, telling time	

Auditory Information	
❑ Doesn't seem to listen in class	❑ Can't discriminate between sounds
❑ Doesn't remember what he/she is told	❑ Mispronounces words
❑ Trouble following instructions and directions	❑ Difficulty sounding out words i.e. learning phonemes
❑ Requires instructions repeated	
❑ Repeats instructions to self	

Language Information	
❑ Slow to respond	❑ Sentences seem jumbled
❑ Trouble finding words	❑ Uses gesture instead of/rather than words
❑ Speech impediments e.g. stuttering, lisping, poor articulation	❑ Speech – empty chatter with lots of "fill-ins" (you know)
❑ Limited (Immature) speaking and listening vocabulary	❑ Dislikes participating in class discussions
❑ Speaks in incomplete sentences	❑ difficulty with inference, jokes, double meanings etc.
❑ Uses incorrect verb tenses (syntax)	

Reading Information	
❑ Lacks fluency	❑ Loss of place
❑ Disregard of pronunciation and / or poor phasing	❑ Errors but similar meaning e.g. puppy for dog
❑ Doesn't read with understanding	❑ Unaware of, or unconcerned about meaning
❑ Lack of expression	❑ Doesn't self-correct
	❑ Cannot find the main idea, recall details, develop a

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❑ Slow reading rate	sequence
❑ Head moving	❑ Cannot find factual answers, inferred answers
❑ Finger pointing	❑ Doesn't use prediction

Word Solving / Decoding	
❑ Can't sound out words	❑ Doesn't use syntactic, semantic or grapho-phonic clues

Written Information	
❑ Poor writing posture	❑ Problems copying especially from the bard
❑ Poor sequencing of movement for letter formation	❑ Slow to complete work
❑ Writing varies in size, upper and lower case and wanders off the lines	❑ Difficulty with expressing ideas in writing

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Visual Information	
❑ Can't remember what he/she has seen ❑ Uses the correct letters but in the wrong order ❑ Losses his/her place, omits words	❑ Reading substitutions are visually similar e.g. house for horse ❑ Difficulties with copying from the board
Motor Co-ordination	
❑ Poor at sports ❑ Seems clumsy, poor balance	❑ Accident prone ❑ Poor eye hand co-ordination
Behaviour	
❑ Distractible short attention span ❑ Impulsive ❑ constantly moving	❑ Inconsistent from day to day ❑ disruptive in class
Personality Characteristics	
❑ Unco-operative, unfriendly ❑ Poor eye contact ❑ Does not respond to praise ❑ Makes disparaging comments about self ❑ Worries about making mistakes	❑ Seeks reassurance ❑ Comments on difficulties ❑ Poor frustration tolerance ❑ Losses track of tasks ❑ Frequently complaining about tiredness
Sensory	
❑ Appears to be distracted by sound / light / touch ❑ Appears not to respond to sound / light / touch	❑ Responds negatively to touch /sound (e.g. runs away, cry) ❑ Seeks out movement / touch (e.g. is on the go)

What are the goals / purpose of the referral?

SSSO to complete: *Hypothesis and recommendation*

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Staged response checklist for student behaviour issues Appendix 5

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

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Procedure for responding to breaches of Behaviour Expectations   **Appendix 6**

Discipline

Classroom

Each class teacher is expected to draw up a set of accepted classroom rules with their children these should be consistent with a Whole School Engagement and Inclusion Policy. The five school rules form the basis for these classroom rules.

Maintaining a safe & orderly learning environment is an expectation for all teachers. There are 4 steps in the discipline process.

1. Warning
2. Moved to another area in the room.
3. Moved to another classroom for a period of time.
4. Principal class intervention.

All steps should be recorded on the RISC program by completing the RISC slip (located in the roll folder). It is an expectation that all teachers have read and understood the Student Discipline & Welfare Policy.

Yard Withdrawal Procedure

There are several important purposes for the operation of the Yard Withdrawal room. Understanding these purposes will assist staff members supervising yard withdrawal and will provide a framework for making decisions regarding the use of this room.
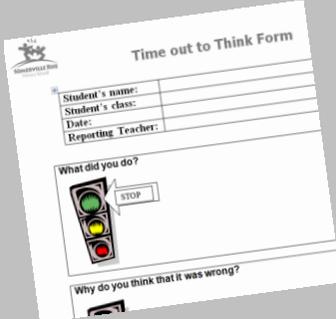
Purposes:

1) Safety: for the safety of themselves and others in the yard

2) Time Out: time for reflection and discussion about the incident. The Timeout to Think form has three questions:

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a. STOP - What did you do? This would be framed under the school rules: Safety, Learning, Respect, Responsibility and Courtesy plus the important white rule "I will do as I'm told, when I'm told by a teacher"

b. THINK - Why do you think this is wrong? Who did this affect, how did it affect them, what has been damaged, how did it make them feel? What relationships have you affected?

c. DO - What will you do in the future to ensure that this doesn't happen again? What other ways can you respond to this situation in the future? What will you do if this happens again? How will you apologise to the people affected?

3) <u>Punitive</u>: removing students from the situation; consequence for inappropriate behaviour and breaking the school rules

4) <u>Respect:</u> so that the rights of everyone are respected at school

5) <u>Preventative</u>: opportunity to remove high needs students from the yard and assist them in keeping their cool in a safe haven that is always staffed

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Yard Withdrawal Procedure (incident in the yard):

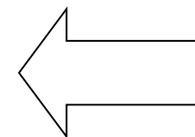| Step	What Occurs	Notes
Step 1	Yard duty teacher has a report of an incident in the yard.	*Yard duty teachers wear an orange high visibility vest in the yard.*
Step 2	Following investigation and if there appears to be a breach of one of the school rules (refer to Yard Transgressions - Level B or Level C), the student(s) are issued with a Student Discipline Contact Record (RISC slip) and can be escorted to the Yard Withdrawal room. The information on the RISC form should be brief and refer to the incident without emotive language, eg Mark pushed Andrew into a brick wall. If an incident report is needed then it should be completed on an attachment.	*The yard duty teacher can escort the student(s) to the YW room and brief the teacher in the room on the transgression.* *The RISC slip will have a brief description of the transgression, eg Mark punched another student in the face.*
Step 3	The Yard Withdrawal room teacher on duty will discuss the transgression with the student(s). The student(s) complete a <u>Time out to Think</u> form independently or with teacher assistance (this will depend on age and ability). This will relate back to the discussion previously had with the YD/YW teachers. (see below) After the forms have been completed student(s) need to write down the	*Students are given an opportunity to tell their side of what happened. It is also very important that the child who has broken the school rules understands the effects of their actions upon others.* *If the child is not calm enough to discuss the incident, it will need to be followed up by the AP after recess/lunch. It is important to recognise that when a person has heightened or extreme emotions (angry, sad, frightened) there is a reduced ability to communicate and they may just need time to calm down.* ***If a student poses an immediate risk to themselves or***

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	school rules (with a focus on the one(s) they have broken). For young children, the child can draw a picture of the rule that they broke and trace the rule.	*others then a call should be made to the office. A teacher from yard duty could be called in to assist.* *Yard Withdrawal is consequence for breaking the school rules and reflection on the rules is appropriate.*
Step 4	After completing the consequence the <u>Time out to Think</u> form is put in to the student's <u>classroom teachers' pigeon hole</u>(s). The Student Contact Record (RISC slip) is given to the office.	*The classroom teacher is informed of the incident and the consequence.*
Step 5	Information is recorded in the RISC program by administrative staff. They also print out and distribute relevant letters to parents.	*Patterns of behaviour are recorded and can be analysed.* *Admin and teachers can refer to RISC to remain informed of incidents as needed.*

LEVEL A	LEVEL B	LEVEL C
Transgressions ➢ Annoying other children/teachers ➢ Name calling ➢ Low level teasing ➢ Low level swearing ➢ Playing in the wrong area ➢ Running undercover or other unsafe behaviour ➢ Low level environmental issues –eg. wilfully dropping papers, breaking plants, deliberately wasting water, dirtying toilets, not eating in the correct area	**Transgressions** ➢ Disobeying teacher instruction ➢ Swearing in anger at others ➢ Rude gestures ➢ Answering back ➢ Intentional physical contact - low level / tackling ➢ Taking the property of others ➢ Encouraging other children to misbehave ➢ Coming inside at recess/lunch ➢ Bullying ➢ Teasing, tormenting &/or inciting	**Transgressions** ➢ Repeatedly swearing directly at a staff member/student ➢ Spitting a staff member/student ➢ Use of words in a derogatory sense to insult or offend others ➢ Sexual and racial harassment /discrimination ➢ Highly sexualised behaviour ➢ Ongoing bullying that cannot be managed ➢ Physical abuse of a teacher/student ➢ Threatening using an object or weapon ➢ Extreme defiance/opposition for an extended period of time within a single incident

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	➤ Disrespect towards teacher ➤ Throwing of objects – eg. sticks, stones ➤ Medium level environmental issues ➤ Negative bystanders ➤ Inappropriate sexualised behaviour –eg. kiss chasey, looking under dresses, verbal suggestions	➤ Leaving the school grounds ➤ Persistently playing in out of bounds area ➤ High level environmental issues ➤ Wilfully damaging school property eg. breaking windows, plaster walls, serious graffiti
Consequences **To be dealt with by yard duty teacher** **Mandatory** o Name and transgression recorded on the RISC contact form **Most appropriate consequences** o Warning o Mini-Conference, eg. discussion of school rules o Restorative conversation o Walking with yard duty teacher o Community service eg. Cleaning, picking up rubbish, sweeping, weeding o Sitting out of a game for designated period o Other appropriate consequences	**Consequences** **To be dealt with initially by yard teacher then yard withdrawal teacher** **Mandatory** o Name and transgression recorded on the RISC contact form **Most appropriate consequences** o Yard Withdrawal (half recess and/or half lunch) o Removal from yard for extended period o Restorative conversation or mini-conference o Shared responsibility conversation o Individual yard behaviour plan o After school detention o Parents may be contacted **Conferences should focus on restoring positive relationships,**	**Consequences** **To be dealt with initially by yard teacher and then principal class** **Mandatory** o Name and transgression recorded on the RISC contact form **Most appropriate consequences** o In house suspension. Parents are to be notified by phone, inc. restorative nature of return to classroom o Suspension for 1-5 days. Parents are to be notified by phone.DEECD documentation completed and sent home o Restorative conference on day of return to school at 8.45am o Copy to be sent home and original given to Principal class and School Council President. **NB. Each situation will be considered on its merit and personal/mitigating circumstances may be taken into consideration and alternate arrangements made if necessary.**

Possible questions to help restore positive relationships and recognise how behaviour has affected others (based on the Time out to Think form).

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What did you do?

What happened?
How did you behave?
What were you thinking at the time?
What did you want to happen?

STOP

Why do you think that it was wrong?

What school rule did you break?
Who has been affected by what you have done? In what way?
What have you thought about since?
How were you affected?

THINK

What will you do in the future to ensure that this doesn't happen again?

What do you think you need to do to make things right again?
What do you think might need to happen to make things better?

DO!

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Appendix 7

Somerville Rise 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 Statement of Values 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 Statement of Values 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.

STATEMENT OF VALUES
PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

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.

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 DEPARMENT 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.

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- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

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 principles of this Statement of Values 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 principles of this Statement of Values 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.