



**WARRAGUL NORTH PRIMARY SCHOOL**  
**STUDENT ENGAGEMENT AND**  
**INCLUSION POLICY**

**Adopted September 2014**

**Reviewed October 2016**

**Principal: Corinne Collins**

**School Council President: Chris Smith**

## Table of Contents

<b>1. School Profile</b>	<b>3</b>
<b>2. School values, philosophy and vision</b>	<b>3</b>
<b>3. Guiding principles</b>	<b>3</b>
<b>4. Engagement Strategies</b>	<b>4</b>
<b>5. Identifying students in needs of extra support</b>	<b>4</b>
<b>6. Behaviour expectations</b>	<b>4</b>
<b>7. School Actions</b>	<b>4</b>
<b>8. Engaging with families</b>	<b>5</b>
<b>9. Evaluation</b>	<b>6</b>
<b>10. Appendices and Related Policies</b>	<b>6</b>
Appendix 1: Statement of Rights and Responsibilities	7
Appendix 2: Student Engagement Strategies	8
Appendix 3: Behaviour expectations	9
Appendix 4: Staged response to behaviour issues	12
Appendix 5: Process for responding to breaches of Behaviour Expectations	13

## 1. School profile:

Warragul North Primary School is highly regarded in the local community and within educational circles as a high achieving school. It is a vibrant, "happening" school which lives by its motto "Together We learn". Parents and staff work together to support students with their learning and a wide range of extracurricular activities. "Learning" forms the basis of our school's values: Literacy, Engagement, Achievement, Numeracy, Integrity, Nurturing and Getting Along.

Warragul North Primary School offers all students attractive and well maintained buildings and grounds. These include quiet sitting areas, specifically designed grassed play areas and separate play equipment for Junior, Middle and Senior students. There is a grassed oval, two sandpits, an all-weather playing surface and a running track. The BER building houses the Prep Learning Centre. Students benefit from modern specialist facilities including a library, gymnasium, art room, computer lab and music room. All students have access to a rich ICT environment in their classrooms. The school provides a fully accredited out of hours school care program for students before and after school. A school chaplain assists students and their families two days per week.

Warragul North Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years.

A sense of optimism pervades Warragul North Primary School as "Together We Learn."

## 2. School values, philosophy and vision

WNPS 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. WNPS acknowledges that student wellbeing and student learning outcomes are inextricably linked.

WNPS is also committed to preventing and addressing bullying, including cyberbullying. Please see our Stop the Bullying and Harassment policy for more information.

WNPS's purpose is to provide a happy, caring, learning environment where children achieve to their potential. WNPS motto is "Together We Learn" representing a partnership between students, parents and staff of Warragul North Primary School. The school values are:

**L**iteracy

**E**ngagement

**A**chievement

**R**espect

**N**umeracy

**I**ntegrity

**N**urturing

**G**etting Along

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

A statement about the rights and responsibilities of all students and school staff is included in **Appendix 1**.

### **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.
- 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, WNPS 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.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

### **5. Identifying students in need of extra support**

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by staff
- Engagement with student families

## 6. Behavioural expectations

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

## 7. Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in 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.

**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 WNPS will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

### Discipline procedures – suspension and expulsion

When considering suspension or expulsion, Warragul North Primary School will follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

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

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

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

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

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>

## **8. Engaging with families**

WNPS 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.

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

WNPS 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 homelearning 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 Rights and Responsibilities

## 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 sources of data used are:

- the Attitudes to School Survey data (Foundation to year Six and Getting Along Survey)
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

### Review of this policy

This policy will be reviewed as part of the school's five year review cycle 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: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

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: *Warragul North PS Behaviour Management policy, Equal Opportunity policy, Stop the Bullying and Harassment policy, Attendance Policy*

<b>This policy was Adopted by School Council on:</b>	<b>February, 2010</b>
<b>This policy was amended by School Council on:</b>	<b>August, 2018</b>
<b>This policy was amended by School Council on:</b>	<b>19<sup>th</sup> May, 2021</b>

### 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, parents/ carers and visitors to the school 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 Stop the Bullying and Harassment 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 and Inclusion Policy.

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



## Student Engagement Strategies

## Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• WNPS will deliver a broad curriculum.</li> <li>• WNPS teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• WNPS 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</li> <li>• WNPS 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.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council, Student Leadership Team and other more informal mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• A welfare team comprising of Principal Class officers, Students with Additional Needs Coordinator and Chaplain will be responsible for overseeing student well-being.</li> <li>• The Students with Additional needs Coordinator will be responsible for managing the Students with Additional Needs program.</li> <li>• All students identified at risk will have a student support group established and individual learning plans</li> <li>• All students in Out of Home Care and Indigenous Australian students will be referred to Student Support Services for an Educational Needs Assessment</li> <li>• Classroom teachers and welfare staff will undertake health promotion and social skill development in response to needs identified during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services eg Welfare Team or Student Support Services</li> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies</li> </ul> </li> </ul>

## Shared Behaviour Expectations

## Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>being prepared</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct</li> <li>• ensure their child attends school every day that the school is open and be punctual</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school in accordance with DEECD procedures will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately each lesson</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• Identify trends via data analysis</li> </ul>

		<p>school holidays</p> <ul style="list-style-type: none"> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<ul style="list-style-type: none"> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model the schools core values based on LEARNING: Literacy, Engagement, Achievement, Respect, Numeracy, Integrity, Nuturing, Getting Along.</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• obey all reasonable requests of staff.</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• respect property (personal/others/school property)</li> <li>• bring correct equipment to all classes</li> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school regarding their child's circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>



**Staged response checklist for student behaviour issues**

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>School Actions</b>	
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.	

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>School actions</b>	
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 behaviours.	
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)	

## Process for responding to breaches of Behaviour Expectations

## Appendix 5

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Principal Class Officers</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact negatively on the learning of others.</li> <li>• Students must respect property (personal/others/school property)</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must learn to the best of their ability.</li> </ul>	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Warn with rights based warning “Your behaviour is disturbing others, you need to stop”.</i></li> <li>3. <i>Reassert “We can discuss this later. Right now .....</i>”</li> <li>4. <i>Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</i></li> <li>5. <i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> <li>a. <i>Move student to another seat / isolated area of the classroom</i></li> <li>b. <i>Send student to another classroom for 10 minutes with a task and organise follow up discussion</i></li> <li>c. <i>Organise conference/restorative chat</i></li> </ol> </li> </ol> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <li>a. <i>Red card/Incident Report to Principal Class officer</i></li> <li>b. <i>Contact with parent after consultation with Principal Class officer</i></li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning</i></li> <li>• <i>Restorative chat with affected parties</i></li> <li>• <i>Detention</i></li> <li>• <i>Parent contact</i></li> <li>• <i>Student to ring and inform parent of misbehaviour in presence of Principal Class Officer</i></li> <li>• <i>Student Behaviour Contract</i></li> <li>• <i>Student support conference</i></li> <li>• <i>In house suspension</i></li> <li>• <i>Recommendation to externally suspend</i></li> </ul>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late to school must report to the general office to get a late</li> </ul>		<p><i>Speak to student about lateness issues.</i></p>

<p>pass.</p> <ul style="list-style-type: none"> <li>• Students who leave school early must be signed out at the office by their parent/guardian prior to collection.</li> <li>• Notification from home (eg: signed note, phone message or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<p><i>Check late pass. Adjust entry on SENTRAL to Late</i></p> <p><i>Speak to student about lateness</i></p> <p><i>. Report to Assistant Principal if on-going</i></p>	<p><i>On going lateness: organise for parent contact to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the compulsory school uniform requirements and dress code.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<p><i>Check students are wearing school uniform and dress code.</i></p> <p><i>Send list of uniform letter home to parents</i></p> <p><i>Remind students to be in correct uniform.</i></p> <p><i>Refer to Principal Class Officer if student is a repeat offender or family need support providing uniform.</i></p>	<p><i>Check students are wearing school uniform and dress code</i></p> <p><i>Remind students to be in correct uniform.</i></p> <p><i>Contact parent.</i></p>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p><i>Report to Principal Class Officers.</i></p>	<p><i>Contact parents</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</i></p> <p><i>Refer to our school’s Stop the Bullying and Harassment</i></p>

		<p><i>Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must not enter staff room or offices unless supervised.</li> <li>• Students must bin all rubbish</li> <li>• Students must not have the following at school: Liquid paper, chewing gum,.</li> <li>• Students must return borrowed school material on time.</li> <li>• School will not be responsible for loss of valuables.</li> <li>• Electronic devices must not be used without permission.</li>   <li>• Classrooms must be left neat and tidy.</li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence.</i></p> <p><i>Record inappropriate behaviour on SENTRAL.</i></p> <p><i>For repeated offences, refer to Principal Class Officers</i></p> <p><i>Confiscate electronic device and take to school office</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal Class</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in class room or school grounds.</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>



- Graffiti of any kind will not be tolerated.